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ABSTRACT

This curriculum presents lessons on the use of public transportation and is intended to encourage special education teachers and paraprofessionals to incorporate the skills and concepts of public transit usage into the educational program of elementary school children with disabilities. Six sequential lessons culminate with a trip using public transportation. After each lesson plan is a sample of how the lesson can fit into the New York State Education Department's learning standards and alternate performance indictors for students with severe disabilities. Each lesson includes the lesson aim, necessary materials, a recommended procedure, a culminating activity, follow-up activities and modifications, and curriculum areas addressed. The five lessons prior to the actual trip-lesson address: (1) modes of transportation; (2) features of a public transit bus; (3) identification and location of a bus stop; (4) introduction to ID cards; and (5) bus demonstration. Necessary instructional materials suitable for reproduction are included. Examples of how two school systems adapted the lesson plans for their localities are attached. Also included are three brochures, a general curriculum brochure, a handbook for parents, and a handbook for teachers. (DB)

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Buses and Trains for Everyone

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Easter Seals
Creating solutions, changing lives.

Project ACTION
ACCESSIBLE COMMUNITY
TRANSPORTATION IN OUR NATION

Buses and Trains for Everyone

A curriculum to provide instruction in the concepts and skills associated with
the use of mass transit for teachers of Children with Disabilities
Grades Kindergarten through Eight

BUSES AND TRAINS FOR EVERYONE

The attached curriculum is the beginning of what we hope will be many lessons introducing your students to the world around them through the use of public transportation. The purpose of the curriculum is to encourage special education teachers and paraprofessionals to incorporate the skills and concepts that enhance public transit usage into the educational program of elementary school children with disabilities. The curriculum, "Buses and Trains for Everyone," provides examples of lessons with suggestions for expanding the concepts involved in transportation usage based on student age and level of functioning. The lessons attached follow a sequence, where the culminating activity (Lesson 6) will be a trip using public transportation to a location the teacher preselects before starting the series of lessons.

After each lesson is a sample of how the lesson can fit into the New York State Education Department's **"The Learning Standards and Alternate Performance Indicators for STUDENTS WITH SEVERE DISABILITIES"**. We have selected only one or two standards for each lesson, including examples of students' performance that would indicate achievement of the standard. Teachers may select other standards that reflect their emphasis for the students.

Following is a short overview of each lesson. In addition, we are enclosing a sample packet of materials/activities used with the lessons.

This curriculum was developed by the Travel Training Program, District 75, New York City Board of Education in collaboration with the New York Coalition for Transportation Safety
Funding for this Program was provided by
National Easter Seals Project ACTION

BUSES AND TRAINS FOR EVERYONE

CURRICULUM GUIDE

SECTION 1	Buses and Trains for Everyone Curriculum Written and Developed by Travel Training Program, District 75 New York City Board of Education Lessons 1 through 6 and Worksheets
SECTION 2	Henry Viscardi School Roslyn, Long Island, NY Lesson Plans
SECTION 3	Sunrise School/Allegheny Intermediate Unit/Pittsburgh Lesson Plans

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BUSES AND TRAINS FOR EVERYONE
LESSONS

Lesson #1 – Modes of Transportation: The first lesson introduces your students to the concept of transportation: a system of moving from a point of origin to a destination. Going from the familiar to the unfamiliar, the lesson begins with basic information about a school bus and continues through to a comparison of a school bus with a city bus. For students unfamiliar with public transit this is a basic introduction to the concept of a mode of transportation for traveling in the community. In this lesson the concept of "safety tools" is introduced to highlight the importance of learning how to be aware of the environment and of developing basic responsibility for personal safety to the extent appropriate for the child. The emphasis on safety, awareness of the environment, and personal responsibility is incorporated into each lesson.

Lesson #2 – Features of a Public Transit Bus: We enhance the concept of the city bus in a lesson familiarizing students with the features of the vehicle. The focus of the lesson is the information the bus provides to passengers and people outside the bus through its various sounds. This lesson incorporates the development of personal responsibility and awareness skills to enhance safety by emphasizing the auditory information the child needs to pay attention to when out in the community or using public transit.

Lesson #3 – Identification and Location of a Bus Stop: This lesson focuses on teaching your students to look for and respond to environmental cues for information and direction. Paying attention to your environment and having knowledge of your destination is essential for safe and independent movement in the community. The students are introduced to the idea that it is their personal responsibility to look for and use visual information in the environment in this lesson.

Lesson #4 – Introduction to ID Cards: Safety, and helping students to develop the awareness, knowledge and skills for protecting oneself, is a constant theme throughout this series of lessons. The focus of this lesson is the introduction of the concept of self-identification, the importance of carrying identification, and the appropriate use of ID cards. Emphasis is placed on students' becoming aware that their names and addresses are private and personal and not information to be shared with others in an inappropriate manner.

Lesson #5 – Bus Demonstration: This lesson will provide students with the opportunity to practice the skills and behaviors necessary for boarding, riding, and disembarking from a public transit bus. Through the activities in this lesson, the students demonstrate what they have learned in the preceding lessons by transferring the knowledge and skills from a classroom to a natural environment. The emphasis is on students' developing the awareness and personal responsibility for maintaining safe passenger behavior on transit vehicles.

Lesson #1

Aim: Recognize differences between modes of transportation – the school bus and the public transit bus or train. Introduce concept of personal safety tools that students always have with them.

Materials: Photographs of house, apartment building, school, store, destination and individual photos of students. Slides (or photographs) of school bus and public transit bus. Toy school bus and toy city bus. Drawings/cut outs of ear, nose, mouth, eyes and brain, construction paper and glue or paper fasteners.

Procedure:

Introduction to the school bus

1. Show students photographs of private house and apartment building. Elicit from each student their address, name of street, if possible.
2. Ask students where they are. Show photos of school and store. Students choose one.
3. Discuss with students different modes of travel (walking, car, bus, etc.) and ask which they use to come to school. Elicit, or provide, information about the school bus, including the identification of features of the bus.
4. Simulate each student going from their house to school (use student photos and slides).

   Tape pictures of a house/apartment building on the left side of the blackboard; on the right side tape a photo of the school. Show the slide of the school bus in the middle. Each student follows a sequence by taking their photograph and placing it on the photo of the home, and onto the slide of the school bus then finally onto the photo of the school. As the task is completed the task, the child takes the photo to his/her seat.

Introduction to city bus

(Teacher should choose trip destination in advance)

1. Introduce to students they will be going on a trip to *destination*. Discuss with students mode of transportation to be used – public transit bus/train.
2. Students discuss public transit bus to be used; if they've ever used public transit. Teacher guides students to identify the parts of the bus.
3. Introduce concept of a bus operator. Show photograph of bus operator and elicit information from students about bus operator – drives bus, wears uniform, etc.
4. Simulate use of city bus to travel to the destination (use photographs and slide). Tape the photo of the school on the left of the blackboard, the photo of the trip destination on the right side with the public transit bus slide in the middle. Each student will take their own photo and place it on the photo of the school. Then move it to the city bus slide and tape it to the blackboard. One student can tape the photo of the bus operator onto the slide of the city bus. These photos should stay on the bus throughout the lesson.

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Introduce the concept that each student has special safety tools that are carried with him or her always. Every lesson in this Curriculum should include Safety Tools. Reinforce and review which tools are being used in each lesson.

1. Introduce students to concept of tools. What is a tool; let students brainstorm or guide students to name tools and what the tools do. **A tool helps you do a job.**
2. Introduce or discuss the meaning of the word safe or safety; discussion of things you do to be safe. **Keeping you from harm, keeping you protected.**
3. Tell students that they actually carry Safety Tools with them all the time. Ask if they can think of parts of their body that are safety tools.
4. Guide students to identify their safety tools. As each one is mentioned, allow student to choose the correct drawing of the body part. (eyes, ears, nose, mouth, brain, hands); as well as a large sheet of construction paper. As each part is mentioned, student can "paste" the part in position on the paper (final picture is a complete drawing. Teacher tapes her picture to the blackboard as they go along. As each tool is mentioned, guide discussion on how the safety tool helps us inside as well as outside, especially on public transportation

Culminating Activity:
Students can develop a story, poem, comic strip format; etc. of how they use personal safety tools.
Worksheet #1, 1a (teacher may choose to cut out center window and place photo of student inside), and 1b depending on the child's abilities

Follow up activities/modifications
1. Five Senses: Grab-bag type game: blindfold students, have various items in bag (different smells, textures, taste). Students need to guess what the item is by using any safety tool except their eyes.
2. Science research:(brain waves, impulses, sight, sound; how animals receive information); what animals use to keep them safe

Curriculum Areas:
Literacy – Stories about different modes of transportation; songs 'Wheels on Bus"
Art – Magazine collages: modes of transportation; collages of Safety Tools; identifying colors (of city bus);
Make a paper mache city bus or one out of clay
Science – identifying body parts and how they work; learning about the five senses
Physical Education – Hokey Pokey
ADL/Health Education – Hygiene: cleanliness, taking care of your body (eyes, ears)
Social Studies – History of transportation: how did people move around long ago; Modes of Transportation around the world
Math – counting skills (number of people that fit on a bus; dimensions of a bus; shape of a bus; calendar skills (from today until the date of the trip destination)

The Learning Standards and
Alternate Performance Indicators for
STUDENTS WITH SEVERE DISABILITIES

Lesson 1:Modes of Transportation

English/Language Arts:
Standard 1-Language for Information and Understanding
Students will read, write, listen and speak for information and understanding.
Alternate Level: Listening and Reading

- Students attend to the speaker visually and/or auditorily or task
- Students follow directions that involve one or two steps

This is **evident** when the students:

- listen to and respond with information about coming to school
- identify the pictures of transportation mode
- sequence their morning routines

Health, Physical Education and Family and Consumer Sciences
Standard 1-Personal Health and Fitness
Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health

Alternate Level: Health Education

- Students will develop, demonstrate and practice positive health behaviors, skills and choice making
- Students develop personal care skills which affect health choices and behaviors

This is **evident** when students:

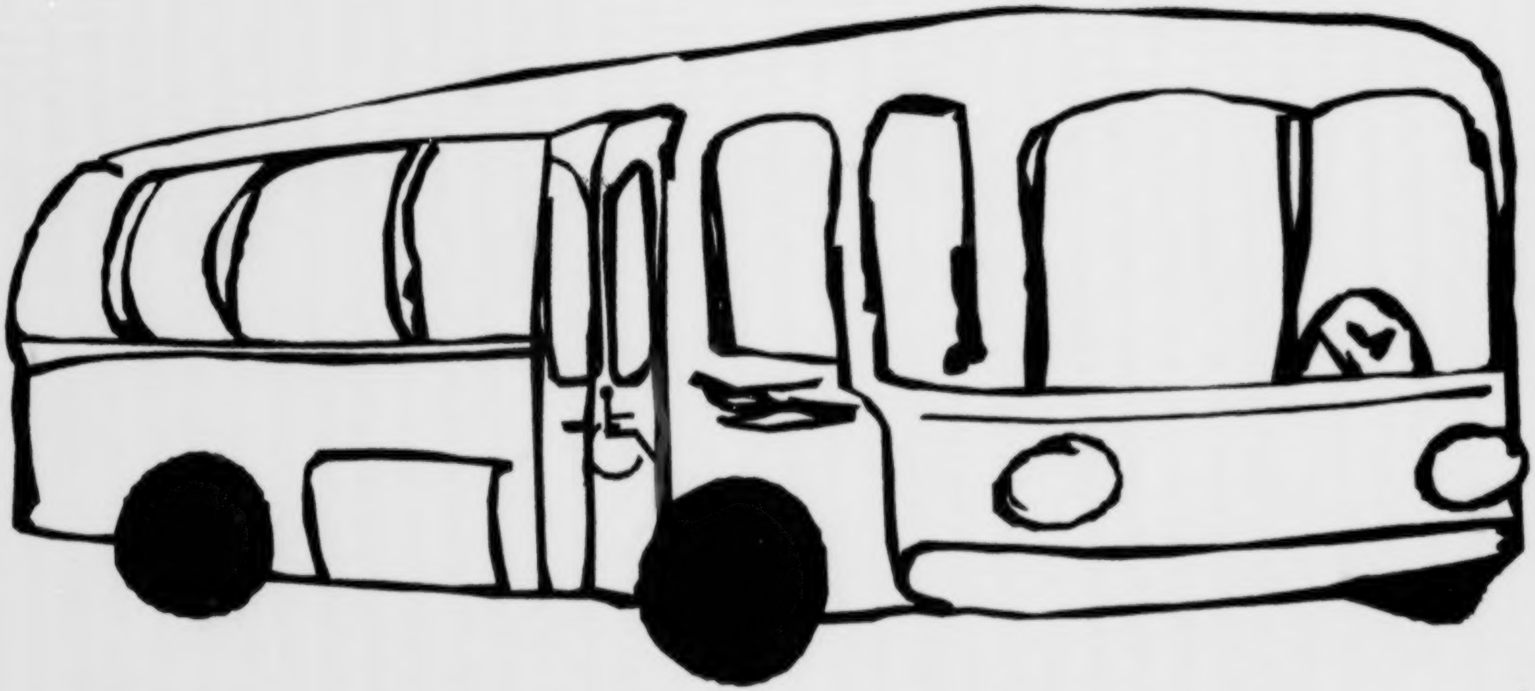
- identify their own safety tools
- use safety tools in response to environmental cues

Name ____________________ **School** ____________________

Color

Magic Marker

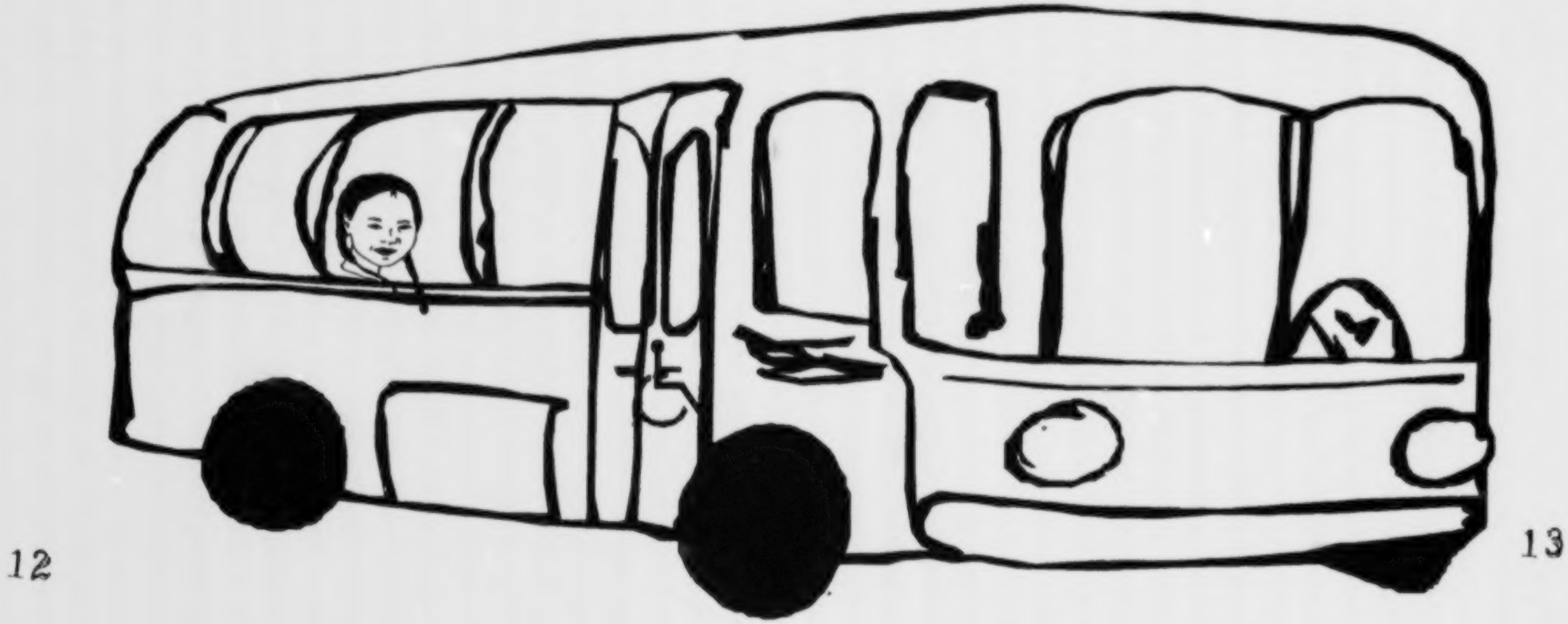
Worksheet #1



Name ____________________ **School** ____________________

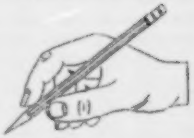
Draw a Line

Worksheet #1A



Name ______________________ **School** ______________________

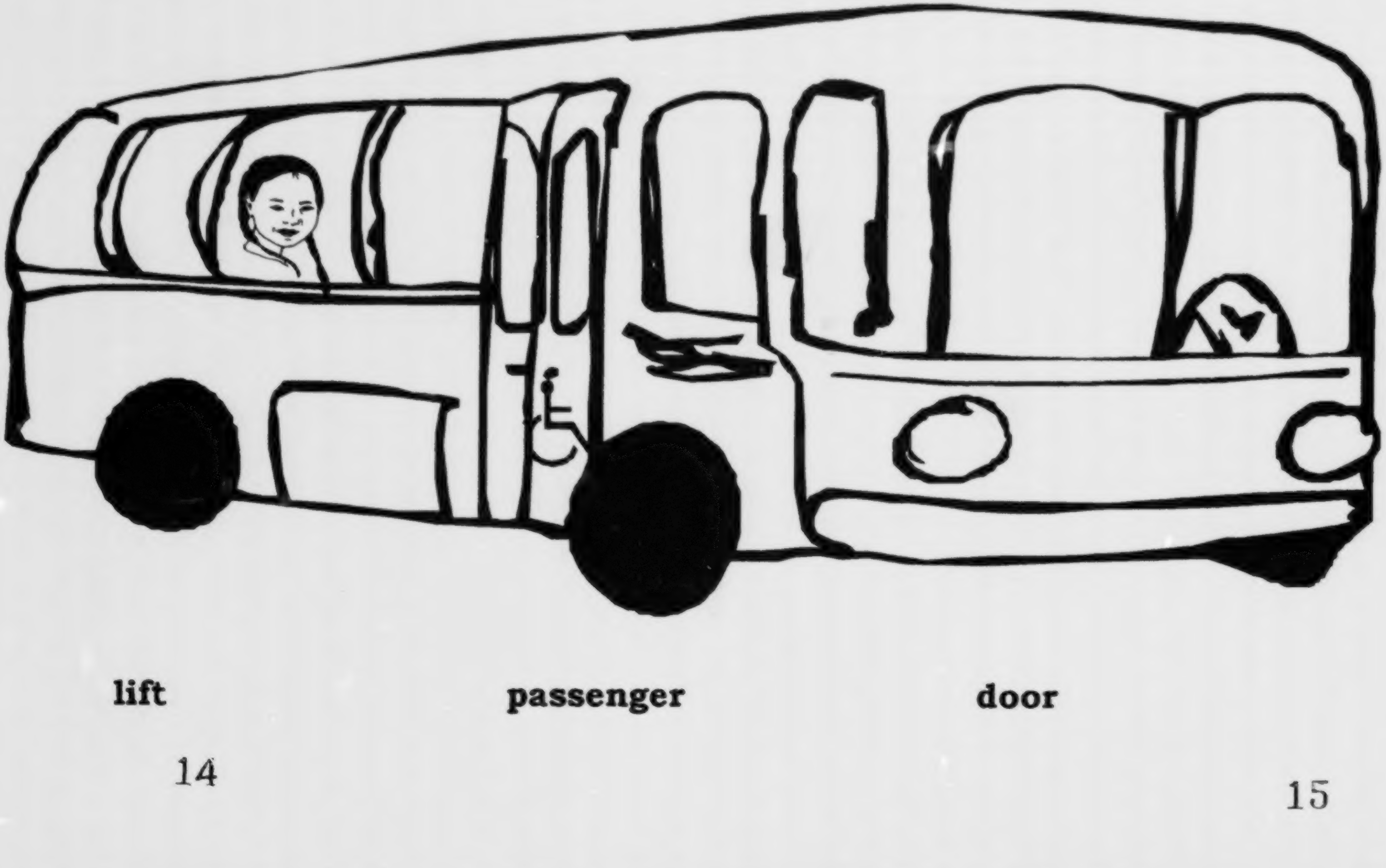
Draw a Line



Worksheet #1B

window

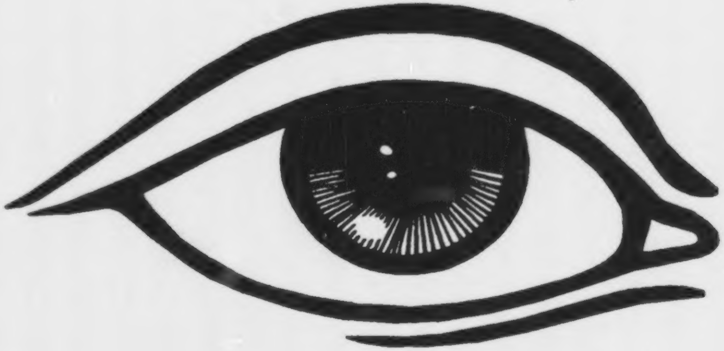
number



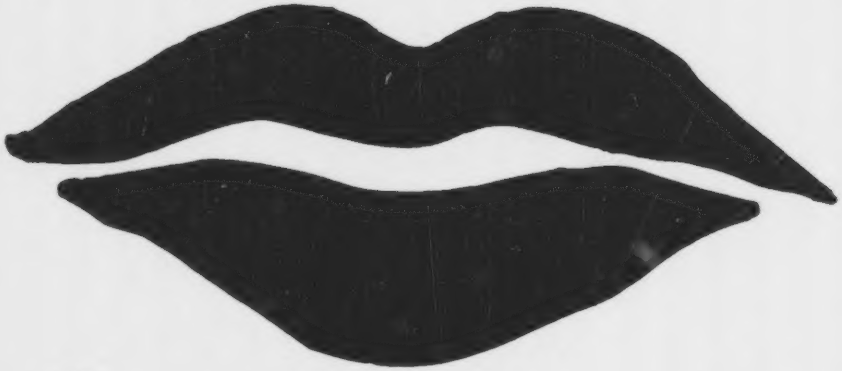
lift

passenger

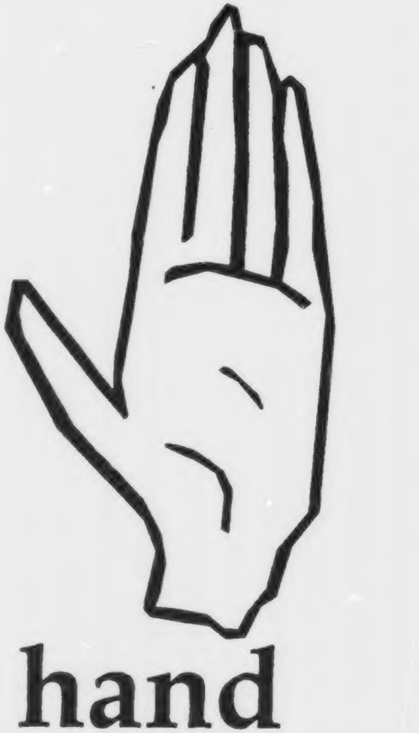
door



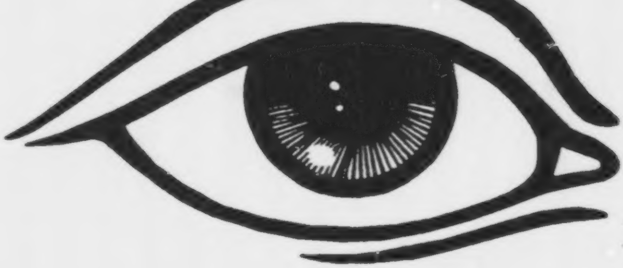
eye



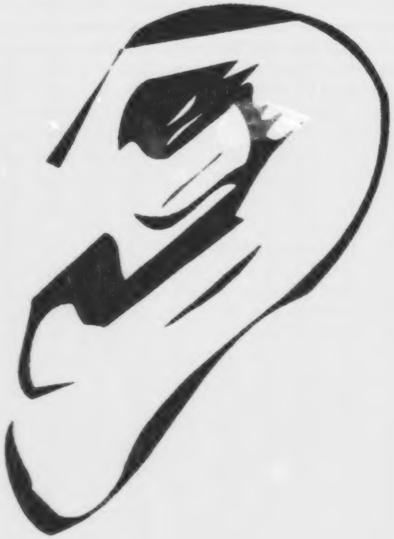
mouth



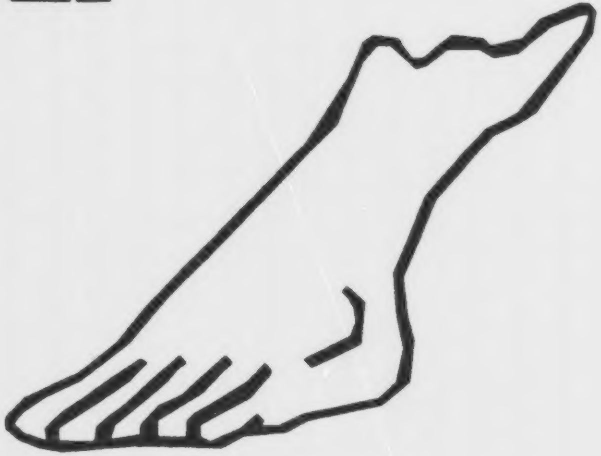
hand



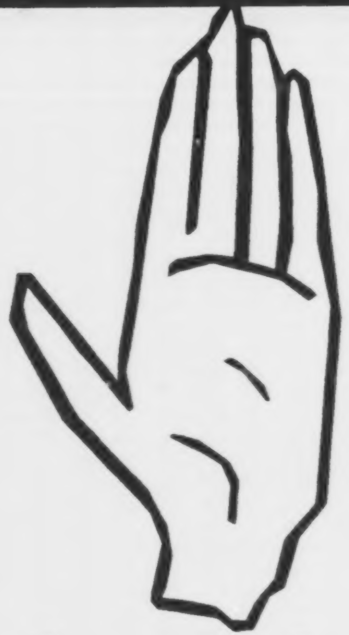
eye



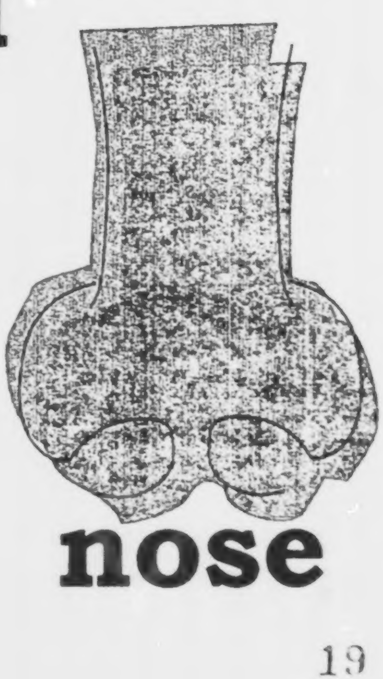
ear



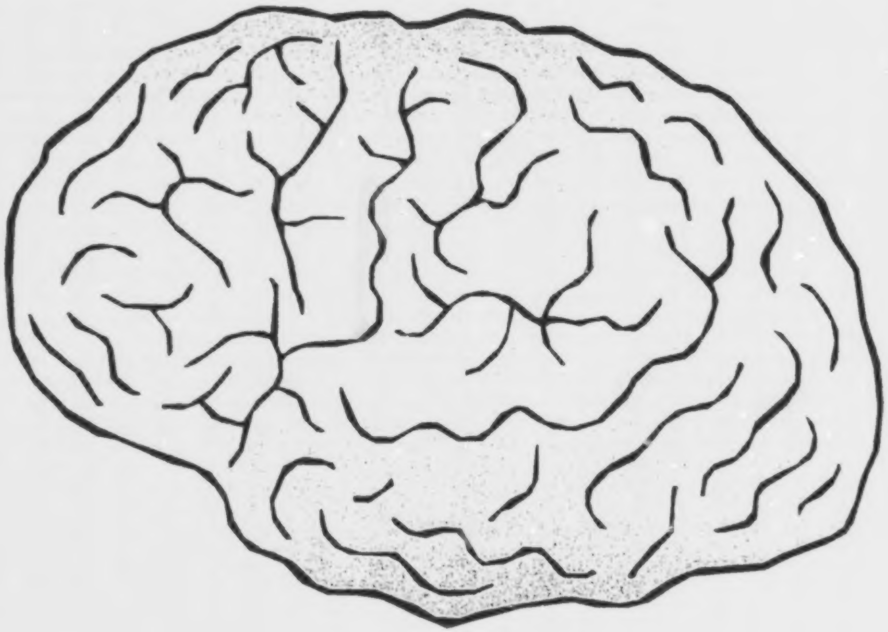
foot



hand



nose



BRAIN

Lesson #2

Aim: Recognize and identify the sounds of the public transit bus.

Materials: Photographs of the entrance to the school, city bus, Stop Requested, trip destination, landmark used to identify location. Tape recorder and tape recorded sounds; photographs of bus horn, motor/engine, fare paying device, kneeling steps, lift, signal tape, bus operator, and names of each sound. Actual fare paying system - card, coins, or token.

Procedure:

1. Review of Lesson #1- review destination (show photo of destination), how the students will get there (show photo of city bus), where the students will leave from (show photo of school). Include a review of safety tools – with the emphasis being on **ears.**
2. Discuss sounds that are head when traveling outside. Guide discussion or describe sounds that are heard outside.
3. Describe game to be played with students - a contest between teacher and students. The game is called "Guess the Sound". Inform students that each sound is associated with a sound of a public transit bus. Play each tape-recorded sound and then pause. During the pause, direct students to guess what the sound is. (If the fare paying device emits a sound, keep that sound for last.) **The game follows a certain format. Every time the student guesses the sound correctly, a part of a face is drawn on the board by the teacher. If the student misses what the sound is, the teacher draws parts of a separate face for herself. The first "team" to have a completed face is the winner. (Make sure the students win.)**
4. For each sound the format of the lesson is the same. The teacher plays the sound. The students try to guess the sound. When the student guesses the sound, the teacher holds up a photo representing the sound as well as the written word naming the sound. The part of the bus is then reviewed and the sound and its purpose are discussed. During this discussion, include the safety tools that are used to help in addition to the ears. **The sounds played are horn, engine, kneeler, lift, Bus operator directions, bell, and fare paying device.**
5. This leads to a discussion of what a fare is and how one pays it. Show photograph, if necessary. Model how to pay fare.
6. Role-play paying fare. Line up chairs in the room to simulate a bus. Students simulate paying the fare (play sound as each student takes their turn.). Use the picture to demonstrate and match.
7. Once all students are on the "bus" introduce the concept/word "landmark". Write the word on the board. Describe a landmark . Ask students to identify a landmark near the school or near their homes, if possible. If students cannot do this, have a photograph of a landmark in or near the school to show and discuss. Show photo of the landmark that will be used on their trip. Guide or explain that this landmark is information that means the destination is close, get ready. Teacher then models how to press the signal tape. Present picture of 'Stop Requested" and explain.
8. Each student has opportunity to press tape. When students simulate pressing tape as

landmark photograph is shown, the tape-recorded signal sound is played, and STOP Requested sign is displayed.

9. Each student 'exits" the bus after pressing the signal tape by going to their respective desk.

Culminating Activity:
Review today's lesson and hand out Worksheet #2

Curriculum Areas:
Literacy – Vocabulary (new words of sounds) combined with spelling and sentences; dictionary definitions; scramble game (ornh=horn); Experience Charts - each student contributes a sentence
Art – Draw the picture that represents the sound heard; draw a landmark in your neighborhood
Science – how sounds are made (using the actual sounds from this lesson); how sound travels; anatomy of the ear;
Physical Education – game involving listening to and following directions (Red light, Green light); Fine motor skills (paying fare)
Health/Hygiene – caring for your ears (cleanliness); listening at appropriate sound levels (TV, radio); Safety (Fire Drill sounds)
Social Studies – School/Community: Geography of the school (landmarks within near a room or stairwell)
Math – sequencing (lining up in order- taking turns); shapes (of signs, landmarks, fare system); money skills (fare cost)

Lesson 2: The Sounds of the City Bus

English/Language Arts
Standard 3-Language for Critical Analysis and Evaluation
Students will read, write, listen and speak for critical analysis and evaluation
Alternate Level: Listening and Reading

- Students apply a lesson learned from a book, newspapers, magazine, presenter or media presentation to a real life situation

This is **evident** when students:

- after listening to an audio tape of transit bus sounds, "simulate" exiting the bus after pressing the signal tape.

Health, Physical Education, and Family and Consumer Sciences
Standard 1-Personal Health and Fitness
Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health
Alternate Level: Physical Education

- Students will perform basic and manipulative skills. Students will improve cardiorespiratory endurance, flexibility, muscular strength, endurance and body composition.
- Students demonstrate fundamental motor, non-locomotor and manipulative skills

This is **evident** when students:

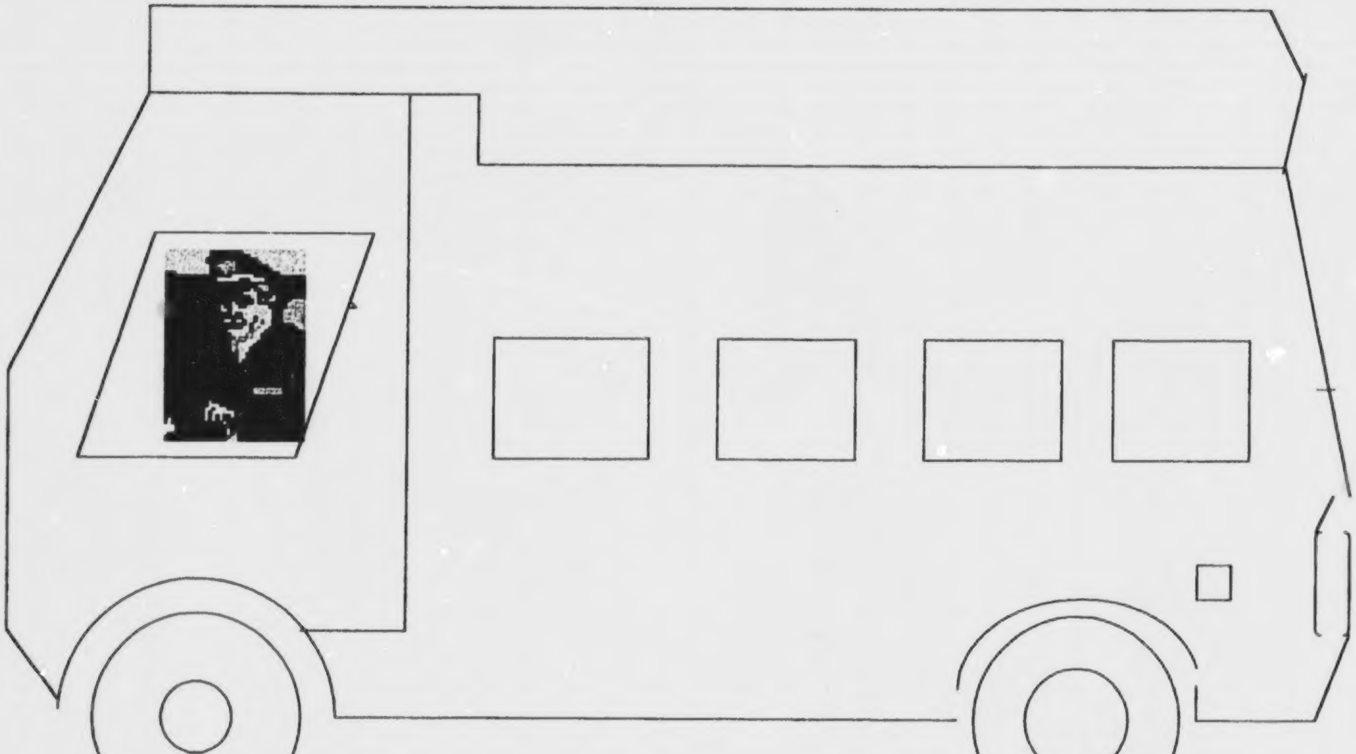
- carry and remove fare from pocket, holder, or bag
- simulate paying fare (coins, pass, swiping or dipping card) correctly

Name ____________________

School ____________________

DRAW A LINE

bus number **bus driver** **passenger**

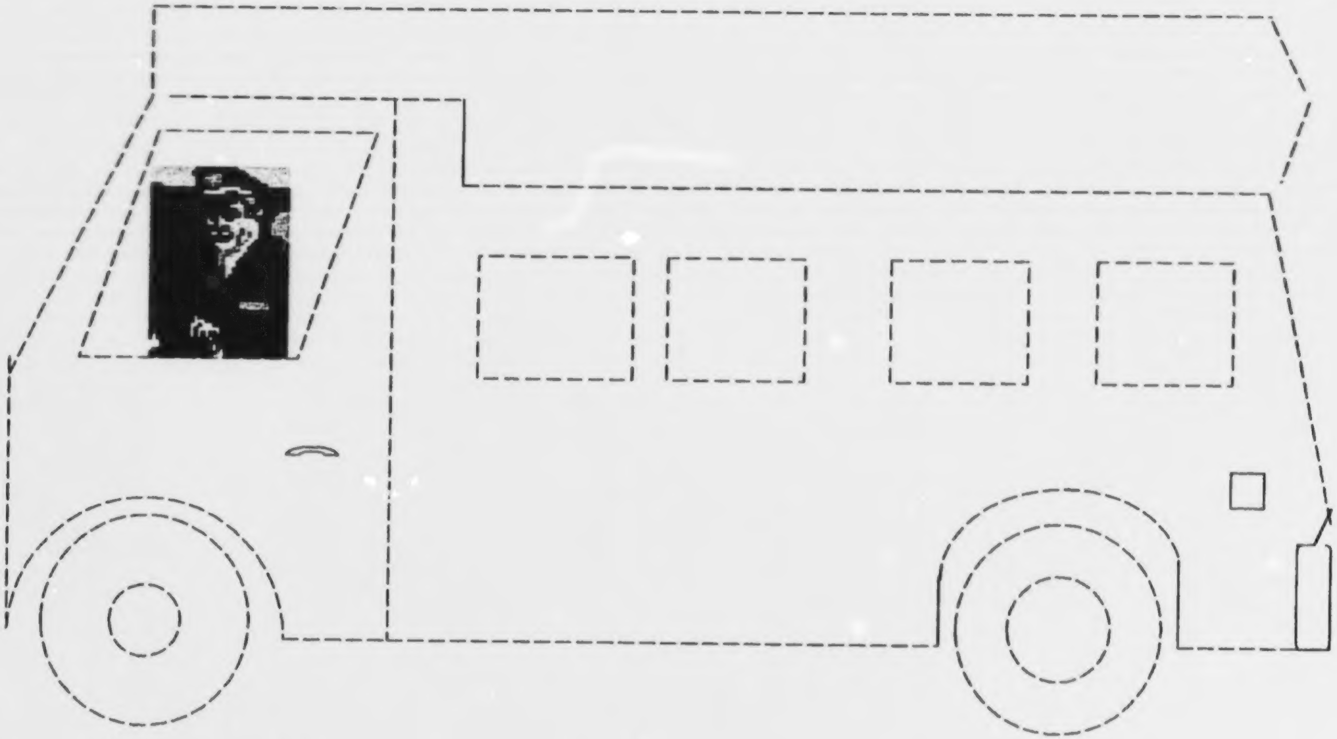


Wheel **door** **window**

DRAW A LINE

COLOR

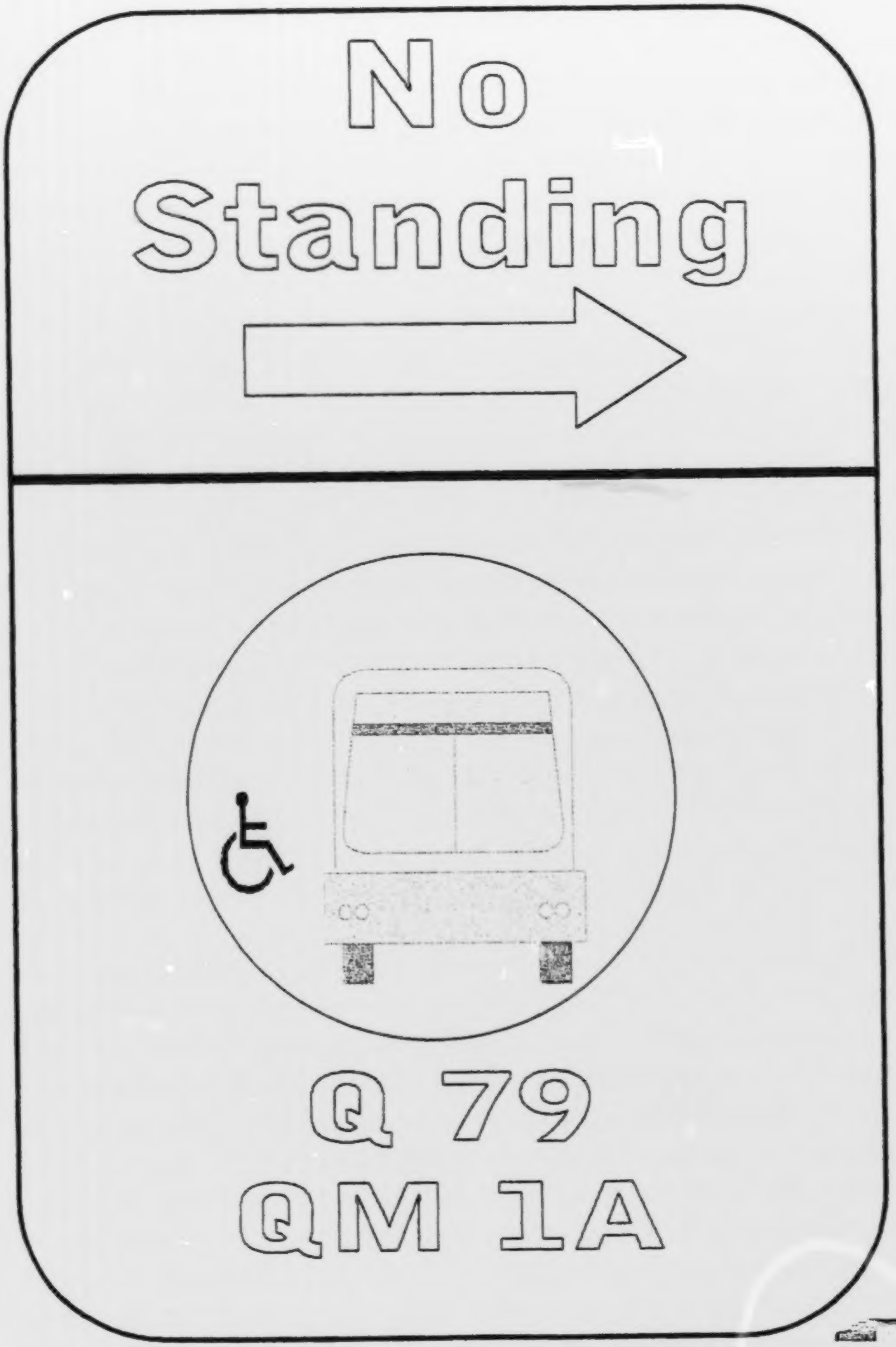
Magic Marker



Name ________________________

School________________________

Name ____________________ **School** ______________________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Lesson #3

Aim: Increase students' awareness of environmental information available in the community by identifying and locating a transit bus stop.

Materials: Photographs of bus operator, transit bus with Bus Number visible (actual bus to be used for trip), bus stop sign, and photos from lesson #1. Printed copies of bus number.

Procedure:

1. Review the destination of trip and mode of transit to be used. Review description of public transit bus and landmark.
2. Discuss/question about safety tools – emphasis in this lesson is on **eyes**. Guide students to think about things we will need to look for and things we will see on the bus, i.e. landmark.
3. Question students about where they will go to get on the bus. Introduce the bus stop by showing a photo of a bus stop sign. Encourage students to identify size, shape, colors, number, wheelchair pictogram, etc.
4. Show photo of a bus stop sign with the bus number on it. Let students identify or match the number.
5. Teacher provides student with a bus stop sign with the actual bus number on it (the one to be on the bus to be used for the trip). Teacher then shows each student two signs, one identical to the student's and one with a different number for the student to select the correct one.
6. Various bus stop signs were posted throughout the school (some with the number of the bus for the trip, some with different bus numbers) prior to this lesson. Students take the photo with them on a 'Treasure Hunt" to find the matching bus stop signs.
7. After the students have completed the above, show a photograph of a bus shelter/bus stop, if appropriate. Discuss its name and purpose. Explain that all bus stops do not have shelters.
8. Students go outside with teacher to locate the actual bus stop of the bus they will be taking on their trip, if possible. Students can use photos to identify and locate bus stop, (depending on the student's abilities, scheduling and route maps can be discussed.)
9. Students are asked to look around for any identifying landmarks or signs near bus stop. This is a good opportunity to introduce street signs as well as landmarks.

Culminating Activity

Review lesson and do Worksheet #3,3a and 3b (There are blanks left on each side on Workshop #3b. This is so you can fill in your bus stop, cross-streets and bus numbers).

Curriculum Areas:

Literacy – sight words and vocabulary with sentences; short story about a bus stop
Art – draw picture of bus stop/ bus stop sign; diorama of a bus stop; photographs of a bus stop

Science – Environmental concepts (sights and sounds); dressing for outdoor environments- includes seasons and weather
Physical Education/Health Education – your own personal limitations outdoors; stamina in outdoor environments
Social Studies – what makes up a community; people/workers in the community; Community mapping- walk to bus stop; route map at bus stop
Math – number recognition (bus numbers); matching skills; time concept-bus schedules

Lesson 3: Identifying and Locating a Bus Stop

Health, Physical Education and Family and Consumer Sciences
Standard 2- A Safe and Healthy Environment
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
Alternate Level: Health Education
1. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others.

Students:
- **behave according to the rules of the home, school and community**
- **demonstrate personal and social skills which contribute to individual safety**
- **understand basic safety rules**

This is **evident** when students:
- recognize environmental signs that identify services/transportation
- develop safe mobility skills for going out in the community

Social Studies
Standard 3-Students will use a variety of intellectual skills to demonstrate their understanding of the geography if the interdependent world in which in which we live-local, national, and global-including the contribution of people, places and environments over the Earth's surface.
Alternate Level: Social Studies
1. Students will study local, State, national and global geography. Geography can be divided into six essential elements: The world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society and the use of geography.

Students:
- **draw or build maps and diagrams representing their home, school and community**
- **locate places within the local community, New York State and the United States**

This is **evident** when the students:
- locate and identify a transit bus stop near the school
- draw or build a map of the walk from the school to the transit bus stop

Mathematics, Science and Technology
Standard 3-Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability and trigonometry.
Alternate Level: Number and Numeration
1. Students use number sense and numeration to communicate mathematically and use numbers in the development of concrete mathematical ideas.

Students:
- **use single digit whole numbers to identify locations, quantify groups of objects, and measure distances**

This is **evident** when students:
- identify numbers on transit buses and bus stops

Name____________ School__________

Worksheet # 3A

A Bus Stop Rhyme

How do you know where a bus stop may be?
Remember these hints #1, 2 and 3.

1- The sign with the number is red, white and blue.

2- A shelter can keep the rain off of you.

Here is the last one to remember today,

3- It's a pole with a map to show you the way.

Name______________ School_______________

Worksheet # 3B

Landmark

Bell

MetroCard

Horn

____

Bus Operator

Kneeler

Bus Shelter

Bus Stop

____

____

____

Bus Operator

____

MetroCard

Kneeler

Bus Stop

Bell

Landmark

Bus Shelter

Horn

____

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Lesson # 4

Aim: Introduce self-identification practices and materials.

Materials: Photographs of public transit bus, bus stop signs, police officer, transit bus operator and photos of other people; enlarged copy of ID cards, wallet size ID cards, ID wallets, and index cards; and photographs of students for the ID cards.

Procedure:

1. Review destination, mode of transportation, location of bus stop, identification of public transit bus and bus number. Review the bus stop sign and what it looks like (colors, numbers, accessibility/wheelchair logo)
2. Safety tools review, especially the fact that eyes and ears have been used a lot and are easy to identify as a safety tool. Indicate it is time to use the others more.
3. Introduce ID card and its importance. Compare the fact that buses "carry" numbers, bus stop signs "carry" colors, etc. with the fact that people carry identification. Teacher can guide students with questions, "What is an ID card? What is on an ID card?" "Why do we have to carry an ID card? "Who can we show it to?" and write the answers on the board.
4. A sample ID card is written on the board. For other students, it may be better to have enlarged sample ID cards available to place on desks.
5. Inform students that they will make ID cards. Ask why it is important to do so now – toward answer of taking a trip. Each student gets a blank ID card and wallet. Guide the students to compare the information that will go on their ID card to the samples on the board and at their desks. (Worksheet #4). Then complete the ID card.
6. Each student gets an enlarged copy of ID cards to fill in their personal information, if necessary. Assistance is offered to students who require it and cards were prepared for those students who cannot print/write or are unable to manipulate writing instruments.
7. Review again why ID cards are carried, eliciting responses from students.
8. Introduce use of ID card. "How can the ID card help us?" "If you need to get help, who should you go to with your ID?" Who can we show it to on the city bus?" Use photographs of police officer, bus operator, and other people to distinguish between community workers appropriate to request help from and other people who are strangers.
9. Direct students to put the ID card in the wallet and ask where they will carry it when they go out. Some students may need assistance in figuring out where and how to carry a wallet.
10. Chairs are set up to simulate being on the public transit bus. Teacher role-plays bus operator and has students practice showing ID card to bus operator.

Culminating Activity

Review lesson and take photographs for the ID cards
Worksheet #4

Teacher fills out the actual ID card that the student will use on the trip, when necessary.

Curriculum Areas:

Vocabulary – words related to ID cards

Art – photographs for ID cards; pictures of various types of Identification Cards

Science – ways of identifying people (genes- teeth, fingerprints)

Physical Education/Health Education – Fine motor skills (holding Id card, putting it in and taking out of wallet as well as doing this with Metro Card)

Social Studies – who can help you in the community; people in uniforms; role playing various situations using the ID card in the community

Math – numbers (address, phone number, school number)

The Learning Standards and
Alternate Performance Indicators for
STUDENTS WITH SEVERE DISABILITIES

Lesson 4: Introduction to ID card

English/Language Arts
Standard 1 - Language for Information and Understanding
Students will read, listen and speak for information and understanding
Alternate Level: Communicating and Writing

Communicating and writing to acquire and transmit information requires asking questions, applying information from one context to another and presenting the information clearly.

Students:

- use written form to convey information, needs and wants

This is **evident** when students:

- create their own ID cares
- show ID card upon request

Health, Physical Education and Family and Consumer Sciences
Standard 2 - A Safe and Healthy Environment
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
Alternate Level: Family and Consumer Sciences

1. Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can recognize a safe and nurturing environment for themselves and others.

Students:

- demonstrate some conditions and rules necessary for a safe and healthy, home, school and community environment and recognize the various ways individuals contribute to the environment.

This is **evident** when students :

- demonstrate procedures for providing basic information about themselves

Health, Physical Education and Family and Consumer Sciences
Standard 3- Resource Management
Students will understand and be able to manage their personal and community resources

Alternate Level: Health Education

1. Students will know about and use valid health information, products and services. Students will advocate for healthy families and communities.

Students:

- **demonstrate how to access help when illness, injury or emergency situations occur.**

This is **evident** when the students:

- communicate their name, address and phone number (using the ID card) and who to contact in an emergency situation
- recognize appropriate community workers to access help

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M.S. 74
61-15 Oceania St.
Bayside, N. Y. 11364
(718) 631-6846

NAME

HOME PHONE

ADDRESS

IN CASE OF EMERGENCY PLEASE NOTIFY

M.S. 74
61-15 Oceania St.
Bayside, N. Y. 11364
(718) 631-6846

NAME

HOME PHONE

ADDRESS

IN CASE OF EMERGENCY PLEASE NOTIFY

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HOME PHONE

ADDRESS

IN CASE OF EMERGENCY PLEASE NOTIFY

Worksheet # 4

Identification

Name________________________________

Address____________________Apt________

City________________________

State________________________

Phone___________________________

Lesson #5

Aim: Familiarize students with the features of a public transportation vehicle, the bus, through a bus demonstration.

Materials: Photographs of school bus, public transit bus, destination/route number on front of transit bus, lift and accessibility symbol, fare box, transit bus signal to bus operator (tape), STOP REQUESTED sign if used, transit bus operator, fare (coins, card, pass). If available, use of a simulated or real fare box and actual fare.

Procedure
In the classroom:

1. Inform students that they are participating in a "Bus Demo". Explain that this means that the city bus stays in front of the school and they get to go on it and practice being passengers.
2. Show pictures of the city bus and school bus and direct or guide students in describing the similarities and differences (colors, numbers, signage, size).
2. Question the students to assess their knowledge of the transit bus. Put three photos at a time on a table (you may want to use more or less at a time, depending on your students' ages and skills).
3. Ask students to point to anything they recognize or can name. Encourage the student to identify the pictures/function of the object in the photographs. Provide the appropriate identification if the students do not identify the objects. If you have a simulated or actual fare box, practice using it in the class.
4. Inform students that they are going outside to learn more about the transit bus and match the photographs to the features of the city bus. Photographs can be matched inside and outside the transit bus.

Outside the school near the public transit bus:

1. Introduce the transit bus operator.
2. Direct the students to look at the outside of the bus and ask questions about what they see (colors, front of the bus, back of the bus, number of doors, wheelchair logo, boarding location for wheelchair user).
3. Bus operator demonstrates how the lift operates (if bus is equipped with lift). Ask students if they can identify persons who may use the lift (anyone who needs the lift, i.e. unable to use steps).
4. Identify the signage on the bus (bus number, destination on the front above the window as well as on the side). Elicit or provide explanation of meaning of signs, i.e., route and destination (obtaining information from the environment).
5. Students get ready to board the bus. Bus operator demonstrates and explains boarding and disembarking features, i.e. kneeling steps, ramps allowing wheelchair entry at front of bus. Review procedures for boarding the bus - waiting in line, avoiding edge of curb, using hand railing, respecting others waiting, having fare ready.
6. Direct students to board the bus one at a time, paying the fare, and sitting near the front of the bus.

Inside the city bus:

1. Discuss appropriate passenger behavior, i.e. placing feet on floor by seat, staying in own space, keeping belongings on lap, speaking in proper tones.
2. Explain purpose/reason for poles/straps/handles on seats. Demonstrate or role play standing on bus, holding on for safety.
3. Show the photograph of the tape to signal stop requested. Students locate the tape closest to them and practice pressing tape. Discuss what happens when signal is given, i.e. STOP REQUESTED sign lights up in front of bus.
4. Question and answer session with bus operator.
5. Exit the bus safely, one at a time, moving away from bus door onto safe spot on sidewalk.

Follow-up Activities

Art work, i.e., draw pictures of transit bus, its features and students, build/construct bus
Writing, i.e. thank you letter to the bus operator; descriptions of differences between transit bus and school bus.
Reading, i.e.worksheet #6, Safety Acronym and poem

Curriculum Areas

Language Arts: reading, writing, sequencing, one and two step directions
Social Studies: community workers, transportation
Health: safety procedures
Math: recognize numbers-bus route, count the number of doors, windows
Art: drawing, coloring, painting, use of art materials

The University of the State of New York
The State Education Department
Office of Vocational and Educational Services
For Individuals with Disabilities
The Learning Standards and
Alternate Performance Indicators for
STUDENTS WITH SEVERE DISABILITIES

Bus Demo Lesson
Health, Physical Education and Family and Consumer Sciences
Standard 3- Resource Management
Students will understand and be able to manage their personal and community resources
Alternate Level: Family and Consumer Sciences

Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

- Students communicate about the different jobs in their communities

This is **Evident** when the students meet and learn about the duties of the City bus driver

- Students communicate and demonstrate how people acquire, use and protect money

This is **Evident** when the students use the Metro Card in the Fare Box on the City bus

Mathematics, Science and Technology
Standard 1 - Analysis, Inquiry and Design
Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers and develop solutions.
Alternate Level: Engineering Design

Engineering design is a repetitive process involving modeling and optimization, finding the best solution within given constraints which is used to develop technological solutions to problems within given constraints.

- Students activate devices
- Students recognize why an object or choice is not working properly

This is **Evident** by students observing the bus driver operate the wheelchair lift and kneeling stairs of the City bus and learning that the key operates the lift. This is also **Evident when** the students ring the bell on the bus; and when the bell won't make a sound once it has already been rung.

Name________________ School______________

Worksheet #5A

His

Her

IS74

Bus Stop

City Bus

Landmark

Bell

City Bus

Mc Donald's

Worksheet for Bus Demo
Lesson #5

Fill in the blanks:

1. **I wait my turn on ________________ to board the bus.**

2. **I pay with my _________________.**

3. **Above the front window of the city bus is the _____ ____________.**

4. **I keep my belongings on my ________.**

5. **I can go on the ______ if I use a wheelchair.**

lap

bus number

Metrocard

line

lift

Lesson #6

Aim: Using the features of a public transit vehicle appropriately

Materials: Fare, ID cards and wallets; Travel Books

Procedure:

1. Review plans for the day – trip on public transportation to a specific destination, using their safety tools.
2. Students use their self made Travel Books to sequence their plans
3. Students use checklist to be sure they have what is needed and request assistance getting what they are missing, i.e. wallets with ID card, cue cards, fare, travel book
4. Safe pedestrian skills are reinforced by teacher on walk to bus stop.
5. One student given "job" of locating and identifying bus stop. Another has "job" of recognizing and identifying correct bus, a third student identifies landmark, while a fourth student presses sign for stop requested.
6. If possible, teacher can request the bus operator to see an ID card from a student.
7. After destination is reached and students are returning to school, the travel "jobs" are performed by other students.

Suggestions:

Students telephone the trip site in advance to find out eating arrangements, fees, and hours of admission, accessibility features. Students use a public transit bus map to route out the trip and follow the route on the bus

Culminating Activity

Worksheet #5 and 5a which coordinate with the Travel Books to help the students fill out the respective blanks in their books

Curriculum Areas:

Literacy – reading signs around us (on bus, at trip destination – instructions); symbols – recognition of; listening skills; sequencing skills (Travel Book)
Art – Poster contest/activity to represent the Transportation curriculum just completed
Science – characteristics of geographic areas; environmental sounds
Physical Education/Health Education – physical stamina and limitations
Social Studies/ADL – landmarks along the route; social skills in public environments
Math – time concepts (length of time to get from school to trip destination; waiting time; hours of admission); measurement (distance from school to trip destination); counting skills (number of stops; people on the bus)

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The Learning Standards and
Alternate Performance Indicators for
STUDENTS WITH SEVERE DISABILITIES

Lesson 6: Taking a Trip on the City Bus

English/Language Arts
Standard 1 -Language for Information and Understanding
Students will read, write, listen and speak for information and understanding.

Alternate Level: Listening and Reading
Listening and reading to acquire information and understanding involves collecting data, facts and ideas; discovering relationships, concepts and generalizations; and using knowledge from oral, written and electronic sources.

Students:

- organize and categorize information/materials
- use functional reading sight vocabulary
- follow directions that involve one or two steps

This is **evident** when students:

- create Travel Books for use on the trip
- recognize bus stop signs, and accessibility symbol

Worksheet for Lesson 6

SAFE TRAVEL TIPS

Carry and organize for easy access:
- self-identification
- fare card or correct fare
- money, including extra fare and change
- keys

Know address and cross streets of destination, including building/site name...

Check accessibility information for destination, e.g. entrances, elevators, etc., ahead of time...

Carry telephone number and name of person at destination...

Carry names of car services with telephone numbers...

Plan, including factors of time and distance, and use best route to destination for:
- walking
- bus or subway
- waiting

Plan alternate route to destination...

Pick out safety zones along route, e.g. supermarkets or drug stores, with access to telephone...

Choose place to wait for bus or subway or area that is well-lit and visible to people...

Know what to do in case of unexpected events, e.g. re-routed buses or subways, obstructions or detours:
- request assistance
- use alternate route
- return to home/destination

Dress appropriately for travel and weather conditions and be aware of possible changes in the environment, e.g. rain, snow, traffic patterns...

Recognize when nearing own limitations in terms of stamina, handling environmental conditions, etc. and have options.

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Lesson # 6

Name________________ School________________

____

WHICH ONE COMES FIRST?

___ Waiting for the bus/train.

___ Leaving home in the morning.

___ Sitting down on the bus/train.

___ Paying fare (metrocard, coins, tokens)

___ Ringing the bell.

___ Walking into school building.

Lesson # 6

Name______________ **School**____________

____

MATCH THE FOLLOWING
USE THE SAME COLOR

BUS	COP
POLICE OFFICER	BUS DRIVER
CONDUCTOR	TRAIN
FAMILY	MOTHER, FATHER, CHILD

Lesson # 6

Name______________ School______________

____

MATCH THE FOLLOWING

Bus

Police Officer

Conductor

Family

Cop

Bus driver

Train

Mother, Father, Child

I saw these words on our trip:

IN

OUT

EXIT

MEN

WOMEN

RESTROOM

OPEN

PUSH

PULL

BUS STOP

Q 30

BUS

CLOSED

NAME:______________________________

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LESSON PLANS

HENRY VISCARDI SCHOOL
ROSLYN, LONG ISLAND,
NEW YORK

Travel Training – Lesson 1 – Modes of Transportation

Ms. Maria Ceraulo
Henry Viscardi School

Objective: Students will identify modes of travel available to them by looking at pictures presented to them and by reading the "Blue Pages" of the telephone book

Learning Standard 3: Resource Management, for Health, Physical Education and Home Economics

Motivation

- Introduce the Travel Training Team and the students.
- Familiarize student with the camera
- Explain that students will be participating in lessons that will help them to become familiar with public transportation and services available to them in their communities. They will learn to use public transportation as safely and as easily as possible.
- Explain that we will be using public transportation to go on two trips this year.
- Discuss destinations (Roosevelt Field and Penn Station)

Procedure:

- Elicit and list places students have been and how they got there.
- Ask what they could do if the above ways were not available to them.
- How would they get where they want to go?
- Display pictures of different modes of transportation.
- Ask which way they might choose to travel to a destination.

The Telephone Directory

- Display the small telephone directory and point out the blue pages.
- Distribute copies of the page, "Getting Around".
- Tell students that this is a resource available in each of their communities.
- Ask if this page offers other alternatives in addition to the pictures previously presented.
    - Elicit and list: Bus Service, Rail Service and Para Transit

  - Call particular attention to Para Transit as it can get people with disabilities from their homes to a bus stop or a train station or to a destination within their own county.
- Distribute copies of "Points of Interest" pages as a way to find possible destinations in their own communities.

Follow up:

Students will complete a short survey.

Homework assignment: Students will bring in their telephone books from home (the one with the Blue Pages). Later, we will call some of these places for information and directions to the destinations they choose in their own communities.

Henry Viscardi School
Student Survey

1. Have you ever used public transportation?

taxi___bus___railroad____subway___para transit___

2. Have you gone on fun trips?

____

3. Have you gone shopping on errands?

____

4. Do you know about:

safely crossing streets? Yes_____ No______

what to do if you get last? Yes_____ No______

curb cuts? Yes_____ No______

traffic signals? Yes_____ No______

cross walks? Yes_____ No______

5. What would you like to be able to do at the end of this training?______________________________________

____

____

Travel Training – Lesson 1A – Using the Telephone
Grade 5 – 1 Team
Henry Viscardi School

Objective: Students will use telephone skills to solve a transportation related problem.

Learning Standard: 1 – Language for Information and Understanding, English Language Arts

Procedure:

- Review prior lesson on use of the telephone "Blue pages"
- Tell students they are going to pretend they have a problem: We are supposed to meet Mr. Lloyd at Penn Station. The school busses are not available to take us. How will we get there?
- Elicit possible solutions
- Generate transportation possibilities
- Point out some things to consider: number of people travelling together, wheelchair accessibility, cost, travelling ease (any assistance needed or provided?), safety, waiting time at the station.
- Lead them to conclude that they need more information.
- Ask if they've located similar information before.
- Remind them of the "Blue Pages" in the telephone book
- Tell students that the "Blue Pages" includes a street map in the local directory. They can follow the street map to find their way to the train station.
- Demonstrate how to find the station on the map (highlighted streets and routes)
- Plan to call the MTA for information
- Look up the telephone number for Able Ride

Follow-up

- Students complete "My Personal Phone Call Guide", listing their questions and allowing space to record the answers they receive. Students will call Able Ride to get answers to their questions. Students will repeat the process in their local communities.

My Personal Phone Call Guide

My Name____

Name of the Place I'm Calling___________________________

Phone Number I'm Calling:_____________________________

Introducing Myself: "Hello, my name is____________ or,
"I'm a student at____________or,
"I'm a friend of_______________.

Tell the reason for the call (background): "I would like to Know_________", OR "I'm in a wheelchair and would like to find An accessible train station near my home." OR (your own Situation):

____

My Questions: (Make sure you have something to write with, or someone to write for you.)

Question____

Answer____

Question____

Answer____

Question____

Answer____

Polite Ways to Speak: "Hello", "Thank you", "Good-bye"
"Please repeat that. OR
"Please speak slowly. I don't write very fast."

Travel Training - Lesson #1A

Ms. Maria Ceraulo
Henry Viscardi School

Aim: The children will be able to identify different modes of transportation.

Materials:____, **markers,** chart paper.

Procedure:

1. Introduce children to the concept of transportation. Explain to the class that we use transportation to travel from one place to another.

2. Read;______________________________to the class, stopping to identify the things the family encounters in their journey.

3. In the middle of a sheet of chart paper, write the words "Kinds of Transportation" in a circle.

4. Have the children identify different ways one can travel, and map their ideas around the middle circle.

Follow-up:

Have pictures of different vehicles lined up on the top of the page. Have the first letter of each vehicle on the bottom of the page. Have children match the corresponding letter to the vehicle.
(See attached)

Kim Rummel

Travel Training - Lesson #1B

Ms. Maria Ceraulo
Henry Viscardi School

Standard - Health 3 Resource Management
Students will understand and be able to manage their personal and community resources.

Aim: The children will be able to identify modes of transportation available to people with disabilities in their communities.

Procedure: Have a representative from the Nassau County Transit Authority (or a travel trainer) come in and give a presentation to the staff, students and parents in reference to the resources available to people with disabilities (especially busses and trains).

Kim Rummel

Travel Training – Lesson 2 – "Safe and Easy" Train Travel

Ms. Maria Ceraulo
Henry Viscardi School

Objective: 1- Students will observe and list important things to help make train travel "safe and easy".

2- They will read and use the Mineola train schedule to begin to plan a trip to Penn Station.

Learning Standard 2 and 3: A Safe and Healthy Environment, and Resource Management, for Health, Physical Education and Home Economics

Procedure:

- Review modes of travel and the telephone book "blue pages"
- Tell students we will watch a video to locate things that will help to make our train trip safe and easy.
- Students look at the video and ask to stop it when they find these things
- List: the handicap sign, the yellow triangle, detectable warning strip, the gap between the platform and the train.
- Pause to discuss key points (gap between the platform and the train, the need to look for a conductor to make sure a ramp gets out, the need to look for a handicap sign as not all trains will have it).
- Present the detectable warning strip. Students feel the rough surface. Students either walk on it or go over it with their wheelchairs. They describe how it feels.
- Tell students that when they see or feel this they need to know that they are too close to the train and should back up.

The Train Schedule for Mineola

- Tell students we will leave from Mineola to go to Penn Station
- Ask how can we know what time we should be there and what time we need to leave the city to get back to Mineola in time for dismissal..
- Elicit that a train schedule would provide this information.

- Distribute enlarged copies of the Mineola Train Schedule.
- Review important things to look for when reading a chart or graph (title, legend, headings)
- Highlight the title in yellow, the "Leave" section in green, the "Arrive" section in pink.
- Note the "J", and the section explaining the meaning of this and other symbols.
- Elicit the meaning and ask why it would be important to pay close attention to this. (if you don't want the inconvenience of changing at Jamaica, you can choose another train at a different time).
- Note the need to refer to a different page if you're coming from Penn Station.
- Practice using the schedule by asking questions like "If I leave Mineola at 12:01 in the afternoon, what time will I arrive at Penn Station?" "Will I have to change at Jamaica?"

Follow-up:

Students will complete a worksheet offering practice using the train schedule.

Travel Training - Lesson 2
Long Island Railroad Schedule

Name______________________ Date____________________

1. If I leave Penn Station at 11:28 in the morning, I will arrive in Mineola at ____________. .a) 11:05 b) 11:50 c) 12:08

2. I _____________ have to change trains in Jamaica. a) will b) will not

3. If I need to arrive in Mineola, at 6:00 in the evening, I will need to leave Penn Station at ___________. A) 5:23 b) 4:54 c) 11:42

4. If I leave Mineola at 9:05 in the evening, when will I arrive at Penn Station? a) 7:50 b) 9:40 c) 11:03

5. Will I need to change trains in Jamaica? a) Yes b) No

6. If I leave Mineola at 10:39 in the morning, what time will I arrive at Penn Station? a) 11:14 b) 10:48 c) 12:32

7. If I want to arrive in Penn Station at 2:09 in the afternoon, which train will I need to be on in Mineola? a) 1:49 b) 12:11 c) 1:33

8. Does the 4:12 morning train leaving from Mineola stop at New Hyde Park? a) Yes b) No

9. Does the train leaving Penn Station at 2:15 in the afternoon stop at Merillon Ave.? a) Yes b) No

10. What time will the train leaving Penn Station at 11:28 in the morning arrive at Mineola? a) 12:08 b) 4:37 c) 12:18

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Travel Training - Lesson #2

Ms. Maria Ceraulo
Henry Viscardi School

Standard - Health Standard #2
Students will acquire the knowledge and ability to create and maintain a safe and healthy environment.

Aim: Personal Safety Tools/Using your senses

Materials: Chart paper, markers, printout of body parts that we can use as tools (see attached 2).

Procedure:

1. Elicit a conversation about tools. What is a tool; let children brainstorm the names of tools. Map this on a chalkboard or chart paper. Discuss what tools help you to do. (A tool helps you do a job.)

2. Elicit a definition of the word safe or safety. Discuss things you do to keep safe. (For example, "Don't play with matches, lock your doors, request help when needed...")

3. Tell students that you actually carry safety tools with them all of the time. Ask if they can think of safety tools they have with them all of the time, such as their body parts. Map the parts on the board.

4. Elicit information (or provide it if necessary) in reference to how we use these body parts to keep us safe if we are traveling.

    a. **Eyes**: Look both ways to cross the street, look where we are going when we drive our chairs (for example, not to back up into someone, not to go down a curb), read street signs and bus numbers, etc.
    b. **Ears**: Listen for directions (for example, during fire drills, etc.).
    c. **Nose**: Smell unusual scents (for example, during a fire).
    d. **Hands**: Touch objects, help us protect ourselves when we fall, touch to feel if something is hot or cold, etc.
    e. **Mouth:** Speak up when we need help or assistance (tie in use of manners).
    f. **Brain:** What do you think helps us control all of these things? Where do messages come from? Think before you act.

5. Design a sheet with problem solving questions and have children decide which body part they would use in the situation and what they would use it for. (for example, a bus pulls up to a stop and you want to

get on the N-22. How do you know you have the right bus? What do you use to decide?) Explain to the children they may use more than one safety tool for a situation. - You can ask the bus driver, read the bus number, etc.

Math Connections:

1. During calendar, use buses and trains (as numbered calendar pieces) to create a pattern. Have children figure out each day if the next piece should be a bus or a train and identify the number that should appear on the piece.

2. Children will be able to identify direction and spatial terms (such as left/right, up/down, top/middle/bottom, above/below, in/out, etc.) in relationship to a form of public transportation. For example, "Where is the man with the red hat?, Inside or outside of the bus? On the bus, "Is the man with the red hat on your left or your right?

3. Children will be able to count and have teacher tally the number of times they encounter certain objects. For example, have children count each red and green light while the teacher keeps a tally.

4. Children will be able to identify for example, (after they are told each amount) whether there were more or less or an equal amount of red and green lights.

5. Children will be able to help graph different objects seen, heard, etc.

6. Given manipulatives, children will be able to add/subtract objects, such as pictures of buses, trains, planes, etc.

Kim Rummel

Travel Training - Lesson #2A

Ms. Maria Ceraulo
Henry Viscardi School

Procedure:

1. Read story
2. Review different modes.
3. Discuss with class where we are going.
    a. How are we getting there?
    b. What train station will we leave from?

Safety Tools:
Explain to the class that when we go out we always need to be safe. We have our own special safety tools that we keep with us all of the time.

Who knows what our safety tools are?
List the safety tools.

- Eyes: What are some of the things you think we will see on the train?

4. Watch video. Instruct the class to look for important things that will help to make our trip safe and easy.
5. List things that the students saw in the video, for example, signage, a detectable warning strip, watch the gap, etc.
6. Watch video again, pause the video at key points and have a discussion.
7. Present picture of a train. Discuss the key points such as, detectable warning, watch the gap, handicap signs, watch your step signs, etc.
8. Present detectable warning strip. Allow the students to feel it. Each student will wheel on or walk on to the strip.

Travel Training - Lesson #3

Ms. Maria Ceraulo
Henry Viscardi School

Subject Area: Computer and English Language Arts

Objective: The students will complete an identification information card.

Learning Standards: ELA (Standard 1) - Language for Information and Understanding.

Materials: Computer
Microsoft Word
Teacher Made Identification Information Card
Information about the students provided by parents/guardians

Procedure:

- Students will open the program Microsoft Word.
- Students will open a document saved in shared called card.
- Students will fill in the information on the identification card provided by their parents/guardians.
- Students will print out the card.
- Students will have picture taken using a digital camera.
- Student's picture will be placed on card.
- The card will be laminated.
- The card will be placed in a purse or a wallet.

Follow up/Extension:

- Students will update the identification card when needed.
- Students will fill out an address book with relevant information.

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Travel Training – Lesson 4 – Interview Someone You Know

Ms. Maria Ceraulo
Henry Viscardi School

Objectives: Students will interview someone they know. They will listen, take notes and ask questions after watching a video and listening to a presentation.

Learning Standard: 3 - Language for Critical Analysis and Evaluation from the English Language Arts Standards

In Preparation
Before the lesson, interviews were read and analyzed to isolate qualities of a good interview. Teacher listed them and posted them in the classroom during the interview itself. Students said the following were qualities of a good interview: 1) Have a good title: "One on One with Joe Slaninka", 2) Have a good introduction, 3) Give a compliment to the person being interviewed, 4) Ask interesting questions, 5) Respond to the answer the person gives you before another question is asked, 6) Thank the person at the end.

Procedure:
- Review prior lesson.
- Refer to the portion of the video already seen and interview questions generated.
- Remind students of the qualities of a good interview (posted).
- Use tape recorder and alpha smarts as well as posted questions from previous lesson.
- Begin the interview with a title, a welcome and a compliment for Joe.
- Students respond to questions before an additional question is asked.
- Remind students that note taking is not for complete sentences but for key words to remind us of a question we'd like to ask later.
- Students listen and take notes on presentation of the return trip from Penn Station.
- Students ask questions and respond as above.

Follow-up

- Students share snack with Joe and send a thank you note to him, stating specifically the important things they learned from him about using public transportation.
- Publish the entire interview in "HVS Happenings", the school newspaper.

One on One with Joe

Yvette: You're a good coach Joe. Welcome.

Yvette: Did you know not to get on a train without the handicap Sign?
Joe: Yes. I knew to look for those cars that have the sign. When boarding the train, there is a big gap between the platform and the train. The ramp will help you to get on the train.
Yvette: Thanks, Joe. That was a good answer.

Kathy: After arriving at Penn Station..........What floor were you on and what floor did you need to be on?
Joe: Once I got off the train, I was looking for the handicap signs on the elevator. When I got onto the elevator, there were two buttons. The concourse is where the train is. The 1st floor is the street where I got off.

Shatika: Was it hard getting up the ramp?
Joe: Yes, it was. The ramp to the ticket office was easy.
Shatika: It would be hard for me.

Antwan: Did you check to see if you needed to change trains at Jamaica?
Joe: Yes. Always look at the schedule to see where you are leaving from and where you are going. The schedule indicates if you need to change—it has a "J" next to the times.

Al: Why did you buy a round trip ticket?
Joe: I bought a round trip ticket because I needed to get home!

Shatika: How did you feel with all those people around you. Were they staring at you at Penn Station?
Joe: Maybe I caught 1 or 2 people staring. I don't care. It doesn't bother me. I let it roll off my back.

Al: How did you know you had the right ticket?
Joe: Make sure you read your ticket. It says on the ticket: "leaving from and going to". If there is a problem, make sure you tell the ticket counter person so they can fix it.

Lorin: How did you know you were on the right train?
Joe: When sitting on the platform there is 2 tracks - one heading east and one heading west. They are clearly labeled. Make sure you are on the correct side. Once you get onto the train the conductor takes your ticket. He usually asks you where you are going to make sure you are on the correct train.

Yvette: How did you feel when the train was moving?
Joe: I really don't pay attention. You can't feel it. I was talking to Steve.
Yvette: I would be scared.

Kathy: When you got on the train, was the woman helpful?
Joe: When I wait for the train, I'm looking for the handicap sign. The conductor saw me. So when I got to the door, she had the ramp ready for me. She helped me get into the train and asked where I was going. She said that she would be back to help me get off.
Kathy: I'm glad she was helpful.

Shatika: When you got into the mall, what were you looking for?
Joe: When we went into the Manhattan Mall we went to the directory to look for the food court and a few of the other stores.

Al: How did it feel to be lifted off the train?
Joe: I guess I'm the kind of person that it didn't bother me. I needed to get off. It's up to you as a person with a disability to make that decision. I could have easily said no. But it doesn't bother me so much. I'm an easygoing guy. If it was you, you have the option to say no and the Conductors would have to find another way for you to exit the train.
Al: I won't mind either.

Yvette: Were you comfortable when the people carried you off the train?
Joe: Four people picked me up in a way that wouldn't hurt me. They had full support of my body one person per limb. They were very concerned about my comfort, to make sure I was ok.

Antwan: On the street, were you scared that the car might hit you?
Joe: On the video you saw me crossing the street. I was doing everything properly. When I was crossing in the lines, a person in a utility truck blew the streetlight. I was aware of what the truck was doing. So be very careful to notice what is around you.

Travel Training – Lesson #5

Ms. Maria Ceraulo
Henry Viscardi School

Aim: Introduction to ID cards

Materials: Photo of train, enlarged ditto of ID cards, wallet size ID cards, ID wallets, photographs of students for ID cards.

Review: Discuss with class where they are going on their trip. How are we getting there? What train station are we leaving from? What are some of the important things that you remember about the train station? (Examples: the ticket booth platform, detectable warning strip, various signs, w/c accessible signs, etc.)

Review Interview:
Where did Joe go? How did he get there? How did he plan it? What did he need to do before the trip? What did he need to bring?

Safety Tools: What do we need to carry with us to keep us safe when we leave our house? Can you think of anything to carry that will identify who you are? Does anyone have something with his or her name and address on it?

Introduce the ID card and how important it is to have one.
What is an ID card? What information is on an ID card? Why should we carry an ID card? How can it help us? Who do we show it to? (List student's responses on the board)
-Show students the enlarged ID card.
-Ask for volunteers to say their address and/or telephone number (students who are less verbal can point to their address and phone number).
-Hand out enlarged ID cards to students. Ask them to fill in their personal information (teacher may assist when necessary).
-Explain to the students that everyone will have their own ID card and a wallet to carry it in.

Review: Review why we carry ID cards, how they help us and whom we can show it to etc.

Reading connections:
1. Students will be able to identify sight signs such as stop, hill, handicap parking, etc. (Resource: Tanya Hoban, Road Signs)
2. Students will be able to identify common beginning sounds. (For example, circle the words that begins with the same sound as the words "stop" and "sign.")

Kim Rummel

Travel Training - Lesson 5 - The Personal Travel Checklist
Grade 5 - 1 Team
Henry Viscardi School

Objective: 1) Students will listen to preparations for travel that are related to them by someone with a disability.

2) Students will generate their own Personal Travel Checklist with the assistance of the Grade 5 - 1 team (Medical, OT, PT, Speech)

Learning Standard: 1 - Language for Information and Understanding, English Language Arts and 3 - Resource Management for Health, Physical Education and Home Economics

Procedure:

- Students listen to a disabled person they know tell them about preparations they make before going on a trip.
- Teacher lists important points on the board as he/she speaks
- Students ask questions if they wish

Follow-Up:

Students prepare their own Personal Travel checklist with the assistance of the Grade 5-1 team (Speech, OT, PT, Medical)

My Personal Travel Checklist

My Name______________________________

Do I Know.......?

____My Destination________________________________
___ The Schedule and Time_________________________

Do I Have.....?

___My Medical Supplies and Schedule____________________
____

___Equipment______________________________________
____

___Money____
____

___ID Identification (Emergency telephone # and medical alerts)
____
____

___Travel Buddy____________________________________

Travel Training – Lesson 6 – People with Disabilities Using the Bus

Ms. Maria Ceraulo
Henry Viscardi School

Objective: 1 - Students will practice getting on and off a county and city bus

Learning Standard: 3: Language for Critical Analysis and Evaluation from English Language Arts

Procedure:
- Listen to a presentation from county and city bus personnel
- Observe a person in a wheelchair boarding the bus
- Board a Nassau County bus and a New York City bus
- Take notes and ask questions of the personnel
- Board the bus themselves

Follow-Up:

- Students will write an article for the school newspaper, describing the day the county and city buses visited our school and the reactions of participants

LESSON PLANS

SUNRISE SCHOOL
ALLEGHENY INTERMEDIATE UNIT
PITTSBURGH

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TRANSPORTATION – focus: PAT buses (Port Authority Transit)
For Elementary Life Skills Support Students

Lesson #1. Introduce modes of transportation.

Objectives: The students will demonstrate understanding that a vehicle takes you places.
The students will be able to sort pictures into land, water or air vehicles.

CALL THE PORT AUTHORITY TRANSIT OFFICE AND MAKE ARRANGEMENTS FOR A BUS TO COME TO THE SCHOOL FOR A DEMONSTRATION FOR LESSON #7. Ask for schedules and brochures to be sent to the students.

Materials: Peabody transportation picture cards plus assorted non-transportation picture cards, magazines, scissors, glue, poster board made to look like sky, one to look like water and one to look like a road and train tracks.

1. Show assorted transportation and non-transportation pictures individually. Discuss name and use of each object. Let a pattern develop of "this object takes us places" and then begin to sort the cards and identify which objects take us places and which do not.
2. Go through the vehicles again and decide "how they take us" – through the air, through the water or on the ground. Discuss which mode of travel you would use in order to get to different destinations.
3. Distribute magazines to the children and instruct them to find pictures of vehicles. As the pictures are cut out, assist the students in deciding where to paste that particular vehicle: on the sky poster board, on the water poster board or on the ground poster board. Display these posters.

RELATED ACTIVITIES:
Readiness activities – Sort DLM or other picture cards of cars, buses etc. into categories.
Language - Use Direct Instruction Language lessons about vehicles.
Activities of Daily Living – Teach survival sight signs using flash cards of 26 basic functional signs (WALK, DON'T WALK, CAUTION, KEEP OUT, EXIT,etc.)
- Students learn to provide their name, address, phone number, name of school and teacher's name when requested.
- Practice "Pedestrian Safety" daily as we walk through the halls. (Stop at corners, look both ways, stay to the right, etc.)

Lesson #2. Review modes of Transportation - focus on buses.

Objectives: The students will be able to provide characteristics of a school bus.

Materials: Peabody transportation cards, sky, water and ground travel posters, worksheets, crayons, scissors, glue, construction paper houses for the students to personalize (with your help) with their names and addresses, colored yarn, large picture of school bus.

1. Display the three travel posters and discuss each picture and the method of transportation depicted. Review the Peabody cards and decide which poster they would go with.
2. Distribute copies of the worksheet showing a road along a shoreline. Students are instructed to color the car, the boat and the plane. These pictures are to be cut out and pasted appropriately on the road, the water and the sky.
3. Ask if any of the students have traveled by plane, boat or car. Introduce a discussion of how the students travel to school each day. Points to stress and list on an experience chart, include:
    1. Many students can ride a school bus.
    2. The driver stops it by every student's home.
    3. The bus takes them to school.
    4. You don't have to pay to ride.
    5. It takes you home again.
    6. You need to know the right bus number.
    7. The school bus doesn't go anywhere else.
    8. The bus only comes on school days.
    9. You need to know when to get off.
    10. You ride the same bus every day.
    11. You have to be a safe passenger.

4. Construct a bulletin board, which has at the center a large school bus.. At the front end, position a picture or drawing of your school. Behind the bus, position individual student houses, in groups, according to neighborhoods or bus routes.
5. Now involve the children in attaching one end of a piece of colored yarn to their house, and the other end, to the bus. At the front, have them select and attach another piece of their same color yarn to the front of the bus and then to the school.
6. Have the students trace or copy their individual bus number onto a small paper that they will then attach to the yarn with your help.

RELATED ACTIVITIES:

Fine motor or printing lessons Have students trace or copy names, addresses and functional sign words.

Art - Have the children color in or paint a large teacher made drawing of a school bus for the bulletin board: have students construct or decorate their own paper houses for the bulletin board.

Lesson #3 Introduce PAT Buses

Objectives: The students will be able to identify and list characteristics of a PAT bus.

Materials: Photos of PAT Buses and close-ups of the parts of a PAT bus. Large PAT Bus drawing for the bulletin board, magazine pictures, photos of drawings of various places of interest to visit in the area..

1. Distribute pictures of various familiar places in the area, (the zoo, Kennywood Park, the mall, the library, a pet store, a bank, a grocery store, the football or baseball stadiums). Discuss why people would want to go to these places.
2. Replace the school picture on your bulletin board with many of the pictures of various places located in the area.
3. Question the children about the school bus taking them to these locations from their homes. Since the school bus cannot take them to these various places, remove it from the bulletin board. Introduce the idea of taking a PAT bus.
4. Show pictures of the PAT bus and explain its features. Points to stress and list on an experience chart include:
    1. The driver wears a uniform.
    2. There are many buses that go to many different places.
    3. You have to know which bus is going where you want to go.
    4. You have to know where the stop is.
    5. You have to pay to ride.
    6. You have to watch for landmarks so that you know when to get off.
    7. You have to signal the driver so that he knows you want to get off.
    8. The bus comes to certain places at certain times - there is a schedule.
    9. The buses have numbers.
    10. You have to be a safe passenger.
5. Replace the school bus on the bulletin board with the large PAT bus picture.
6. Allow each student to choose a destination and attach their colored yarn from the PAT bus to the picture of the place that they want to visit.

RELATED ACTIVITIES:

Music - sing "The Wheels on the Bus".

Art- Provide outline of PAT buses for the students to color, label, and cut out. Have them cut out two black wheels and attach them to the bus with brads. Cut out pictures of people's heads and shoulders from magazines - or use photos of the students and glue these in the windows.

Social Studies - Create a large simplistic map of the area and place on it pictures or drawings of popular or familiar places. (a park, the school, the stores, the zoo etc.)

Lesson #4 Planning a Trip

Objectives: The students will be able to trace the route to the mall on a simple map.
The students will be able to identify the bus number for the mall trip.
The students will demonstrate pedestrian safety.

Materials: the experience charts, schedules, and maps from the Port Authority, photos of landmarks along the route, large pre-drawn map of route on poster board, simplified worksheet maps (made from enlargements of bus route maps), bus number worksheets, crayons, bus stop signs with actual and other assorted numbers (some in the room, others hung throughout the hallway.)

1. Lead the children into deciding that they would like to go somewhere on a bus. Look at the large simple map. (decide to go to the pre-selected place, the mall).
2. Take the colored yarn on the bulletin board and redirect each piece from the PAT bus to the destination we have selected.
3. Review the characteristics of the PAT bus - different places, different times, people get on and off. Show the children how we use the schedules to determine which bus (number) would take us to the mall, at what time and where the nearest bus stop would be. Display the bus number and bus stop sign in front of the students. Explain that the number will be on the bus stop sign and on the bus they need. (67A) Explain that buses with other numbers are going to different places. Put the number 67A on the PAT bus on the bulletin board.
4. Give each student a copy of the bus number to trace or copy. Have them use this to compare to various bus numbers, which you show them, in order to identify the correct one. Give everyone a turn.
5. Take students, a few at a time, into the hallway to find the correct "Bus Stop". Signs have already been hung on walls throughout the school. Some are the bus stop we need and others are not. Students are to locate and stand at a correct bus stop. Remind them to practice "pedestrian safety" while they are waiting.
6. Meanwhile, the students who are in the classroom are tracing the bus route on their individual maps with crayons. They begin at the school (marked by a star), and when they have traced the route correctly to the mall; they will get a sticker with which to mark the mall.
7. The students will also be given a worksheet which has many bus numbers printed on it. They are to circle the correct numbers for the bus that they need to take to the mall.
8. After everyone has completed their individual map, the bus number worksheet and had a turn locating a bus stop, arrange the students in a group and review the route. Display and discuss each of the photos that show the bus stop, the PAT bus and the landmarks that they will pass along the way.

RELATED ACTIVITIES

Health and Safety - Review and expand "Pedestrian Safety" activities.

Math - Number the photos of the bus route and have students sequence them in order.

Lesson #5 Bus Fare and Travel Books

Objectives: The students will be able to select the correct coins for the trip to the mall.
The students will be able to put their coins in the fare box.
The students, with help, will produce a "travel book".

Materials: The experience charts, cue cards for each student with glued on play coins depicting the exact change that they will need for fare, the fare meter box from the Port Authority, enough real coins for each student to select the correct change, teacher-made coin worksheets, a mini photo album and several index cards and travel pictures for each student.

1. Review the experience chart relating to the PAT bus. Remind the students that they will have to pay to ride the bus. Use the schedule and fare brochure to determine the fare. (.80 for one way going plus .10 for a transfer to return). Illustrate this to the students by showing them the coins they will need. Give each student a cue card with the correct change depicted.
2. Have the students refer to their cue card while they complete a worksheet, which has various groupings of change. They are to circle the groups of coins that they will need in order to go to the mall. They will also use their cue cards to select the correct real coins from one of our wallets.
3. When each child has selected the correct change from a supply of real coins, they will each take a turn depositing their money in the fare meter box. Students who are waiting will be reminded to practice "pedestrian safety", while those who have paid will be seated and directed to demonstrate "passenger safety". When all are seated, discuss "passenger safety".
4. Create "travel books" with each child by helping them slide a picture of the bus stop, the coin cue cards, a card with the correct bus number, a card with the child's personal ID, a photo of the destination, a sample of a bus transfer, and other information as needed into the slips of a mini photo album.

RELATED ACTIVITIES:

Math - Have student sort coins by quarters, dimes and nickels. Have students count the coins they need for the trip independently or by matching to the cue cards. Also, review bus number recognition.

Fine Motor - Have students trace or copy their personal information onto a card for their travel book.

Lesson #6 Passenger Practice

Objectives: The students will be able to: Identify the correct 'bus',
The correct selections of coins
And the landmark they need in order to signal "Stop Requested".
They will demonstrate pedestrian and passenger safety.

Materials: Bus travel books, classroom chairs, PAT bus meter fare box, fare cue cards and coins, photographs of the bus route, cards with a couple of different bus numbers printed on, teacher-made bus transfers, an experience chart.

1. Discuss with the students that we will take a pretend bus ride. Have them help arrange their chairs in the front of the room in two long rows. Put a driver's seat at the front. Place the meter fare box by the driver's seat. Select someone (classroom aide) to be the driver.
2. Have the students take turns using a wallet to select the correct change that they will need for bus fare. They may use the cue card in their travel book.
3. Next, they will be directed to find and wait at the 'bus stop'. Review 'pedestrian safety'. Hold up an incorrect bus number sign. Ask the students if that is their bus. They may check the number in their travel books. Hold up the correct number. The students will then each come into the 'bus' and take a turn putting their money in the fare box and ask for a transfer. They then choose a seat and put the transfers in their pocket or travel book.
4. When everyone is on, we will decide what a safe passenger should be doing. List these safety rules on an experience chart. Then the teacher will begin holding up landmark photos as we 'ride' to the mall. When we see the KAUFMANN'S sign, the students will need to let the driver know that they want to get off. Show them how to pull the cord to signal a stop. Each student can pretend to do this.
5. Before they exit the 'bus', remind them to take all personal belongings. They will be directed to an area of the room where they may 'buy' a cookie using play money and the cash register.
6. Direct the children to return to the 'bus stop'. Again, they must look for the correct bus number. This time, they give the driver their transfer. Review passenger safety. Display the route photos in reverse order showing school last. Students should be 'pulling the cord' to signal the driver to stop.

RELATED ACTIVITIES:
Social Studies - Teach a lesson on "Stranger Danger".
Fine Motor - Have students color, cut and glue pages of bus safety book. Help them staple pages together. Write a letter to the parents, inviting them to the bus demonstration.

Lesson #7 PAT Bus Demonstration

Objectives: The students will become familiar with a PAT bus.
The students will demonstrate pedestrian and passenger safety.

Materials: Call the Port Authority Transit office and verify time and date of bus demonstration. Coins for bus fare.

1. Explain to the student that a PAT bus is coming to the school just so that they can get on it and see what it looks like and how it works.
2. They may select the coins that they would need for the trip they have planned. The coins are put in a small zip lock bag.
3. Take the students out onto the school sidewalk and direct them to describe how the bus looks. Ask them to demonstrate what they know about waiting for a bus. When they are in line away from the curb but near the bus, introduce the driver to them. Ask him to point out special features of his bus (bus number, handicap sign for a wheel chair ramp, etc.).
4. When the driver is ready, allow the students to begin boarding. Students in wheel chairs will board first.
5. As the students board, they should put their money in the meter fare box. (make sure that if they use the meter fare box they will later have their coins returned.)
6. When all of the students are seated, have them demonstrate passenger safety. Ask the driver to point out the inside features of his bus (inside steps, signal pull cord etc.). Ask him to start the bus so the students become familiar with the noise. Encourage the students to ask questions and then to look around.
7. When all discussion is finished, direct the students to check for personal belongings and then take turns coming to the front to exit. Remind the students to thank the driver as they leave.

RELATED ACTIVITIES:
Fine Motor – Have students trace or copy a thank you letter to the bus demonstration driver.

Lesson #8 The Bus Ride

Objectives: The students will successfully board, ride and disembark a PAT bus, with supervision.

Materials: travel books, coins for fare.

1. Escort the students to an area within view of the bus stop. Direct the students to look for the bus stop sign stop and approach and stand at it using their pedestrian safety skills. Supervise closely and redirect as needed.
2. Wait with the students and direct them to watch for the bus. Remind them that they need to check the bus number in order to get on the bus that is going to the mall. Ask the students if they have their bus fare ready.
3. When the correct bus arrives, prompt the children to step back while the wheelchair ramp is lowered and Steven boards. The others may then board. Make sure they remember to ask for a transfer as they put their coins in the fare meter box.
4. Make sure each child has a seat. Suggest to them that they need to put their transfers in a safe place. (Pocket or travel book) Compliment them for using passenger safety. Remind them to check their travel books for the picture(s) of the landmark(s) they will be looking for.
5. The "line leader" for the day will be designated to pull the "stop requested" cord. Make sure this occurs.
6. Direct the students to look around after they are off of the bus. Suggest that they will want to remember where to come in order to get back on the bus. Have several students describe what they see.
7. Proceed to destination within the mall for planned activity. At the appropriate time, suggest to the students that they should return to the bus stop. Prompt as needed. Repeat steps 1 through 5 for return using the transfer instead of coins.

RELATED ACTIVITIES:

Art – Draw pictures of the bus trip to hang in the room.
Fine Motor – Compose a class letter to parents describing the trip to them.
Social Studies – Mark the route and destination on the class map.
Plan the next trip!

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BUSES AND TRAINS
FOR EVERYONE

A Program to Introduce Children in Grades K through 8 to the Concepts and Skills Associated with the Use of Mass Transit

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Buses and Trains for Everyone. . .

is a program designed for children with disabilities in kindergarten through eighth grade. The program aims to instruct these children in the concepts and skills associated with the use of mass transit. All instruction is intended to be delivered by the classroom teacher and integrated into regular classroom lessons.

Program sponsors recommend that the implementing agency establish a partnership between themselves, schools, local transit companies, parent groups, and agencies that offer support services to people with disabilities to ensure the success of Buses and Trains for Everyone.

◆ WHO CAN USE THIS PROGRAM?

State Education Departments
School Districts with Special Education Populations
State Supported Schools
Private Schools
Residential Schools
Teachers of children with physcial, emotional, developmental, cognitive, multiple disabilities or autistim
Teachers of inclusive education programs
Local Transit Systems

◆ WHAT COMPONENTS MAKEUP THIS PROGRAM?

Buses and Trains is a multifaceted program that consists of the following items:

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1. Videotapes that provide a program overview, demonstration lessons, and actual footage of children with disablities taking class trips on public transit.

2. A curriculum consisting of 6 lessons and corresponding materials that are geared to various grade and/or functional levels and that meet the New York State Learning Standards and Alternate Performance Indicators for Students with Severe Disaiblities. Materials also meet New York State Performance Standards in EnglishLanguage Arts and Mathematics.

3. Samples of support materials that can be personalized for individual use. These materials nclude two *Travel Handbooks*, one for teachers and one for parents; worksheets for classroom lessons; (a program) fact sheet, and examples of permission requests and letters to parents and teachers.

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◆ WHERE CAN THIS PROGRAM BE CONDUCTED?

This program has been replicated and field tested in a variety of geographic areas. It can be conducted in any city, suburb or rural area that has a public transit system. Instruction can take place in the school classroom delivered by the classroom teacher.

This program can also be initiated by transit companies who wish to establish a collaborative program with local schools.

◆ WHY SHOULD THIS PROGRAM BE INSTITUTED?

When children become familiar with the concepts and skills necessary to use mass transit throughout their elementary school years become more comfortable with their outside environment. Their parents, too, gradually learn about the possible use of public transit as their children progress through school. This helps reduce their fears and anxieties as well as their children's.

As their children become adolescents in high school they improve these skills in preparation for graduation and a job. The liklihood of their being able to get to that job, or recreaction, or shopping is much greater because they have learned to use public transit. This program is the first step in teaching children with disabilities to become independent, productive adults.

Produced for National Easter SealsProject ACTION
by NY Coalition for Transportation Safety
in collaboration with
District 75 Travel Training Program

BUSES AND TRAINS
FOR EVERYONE

A Handbook for Teachers

A How to Primer for the Use of Public Transit
by Teachers of Children
with Disabilities

ACKNOWLEDGEMENTS

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Content material for this handbook was conceived and written by the Director and Staff of District 75 Travel Training Program, New York City Board of Education.

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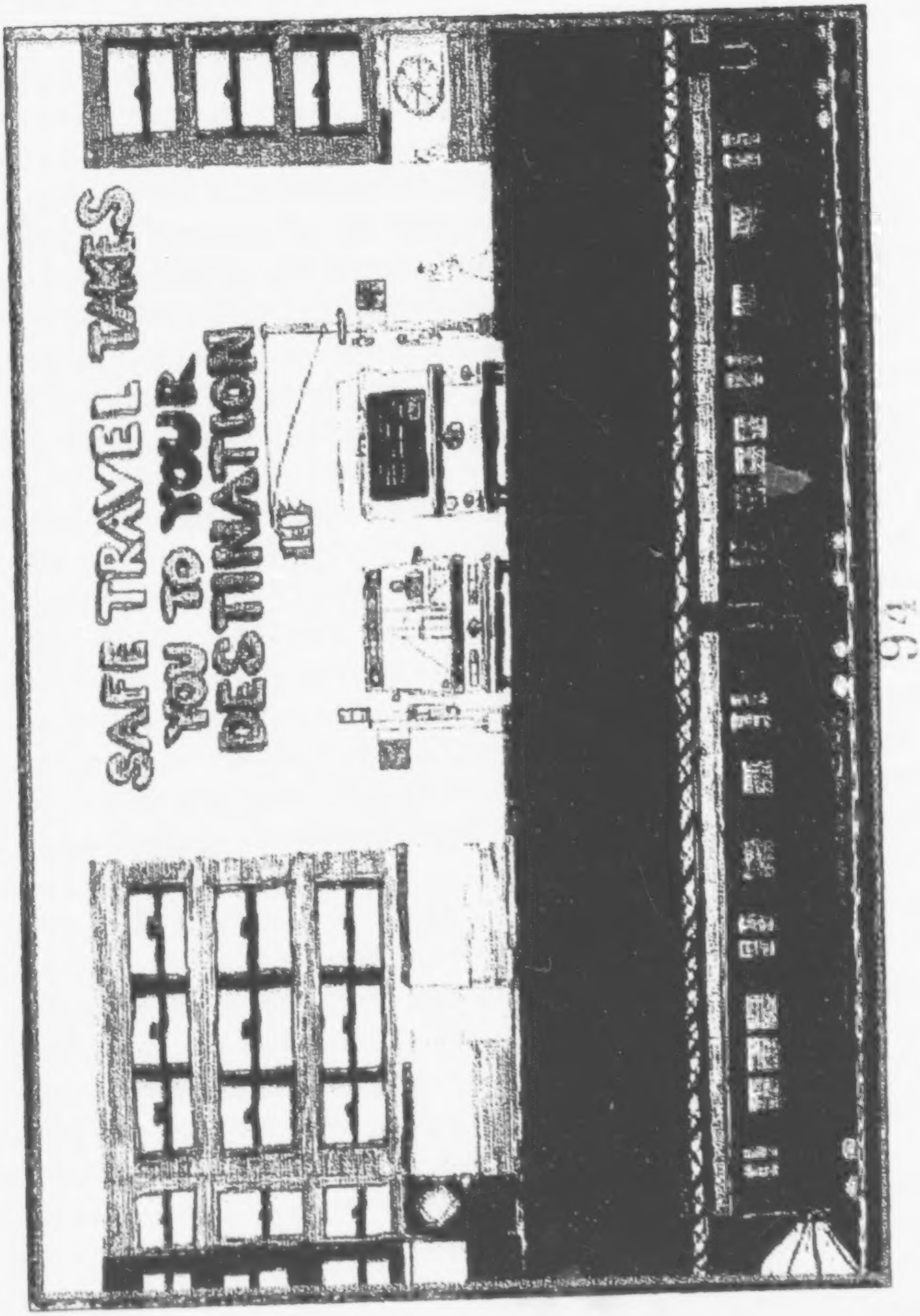
SAFE TRAVEL TAKES
YOU TO YOUR
DESTINATION

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Won't you come and

take a ride with us?

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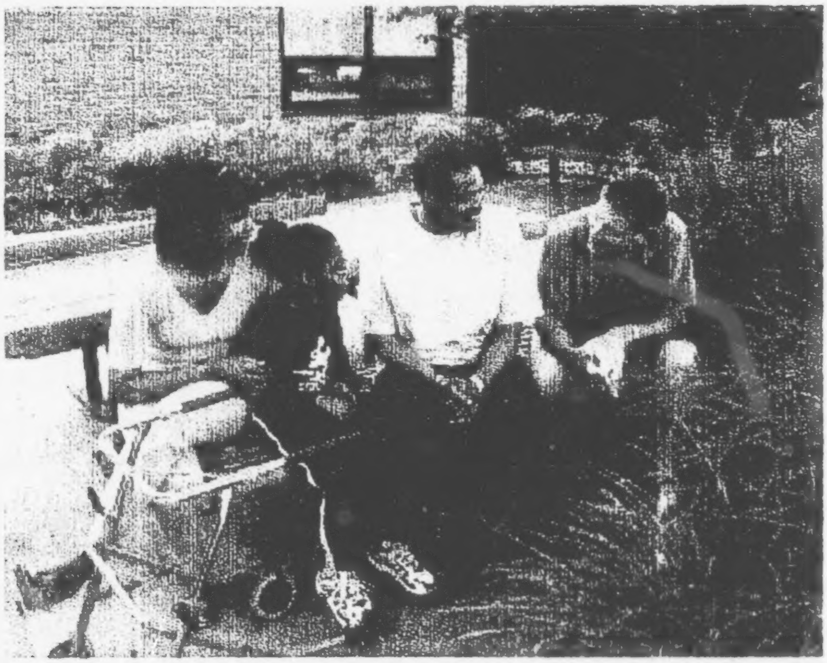
Buses and Trains for Everyone

. . . is a school-based program that provides instruction in the concepts and skills associated with the use of mass transit. It is intended for use by teachers of children with disabilities in grades K through 8.

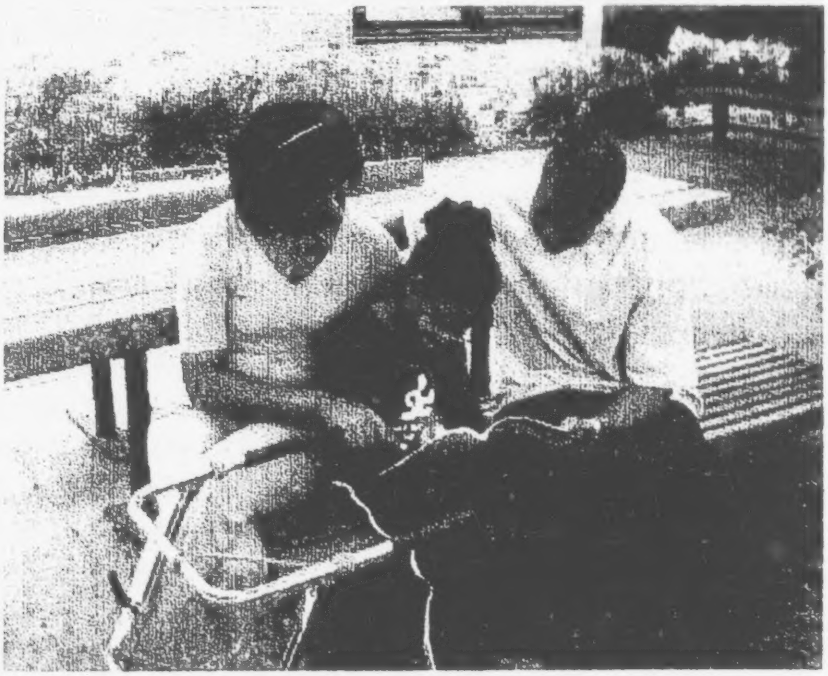
The curriculum and support materials for Buses and Trains for Everyone have been designed to be integrated into everyday instruction by the classroom teacher. The lessons are intended to meet the needs of students who are autistic or have physical, emotional , developmental, cognitive or multiple disabilities. Corresponding materials are geared to various grade and/or functional levels and are designed to support the classroom lesons.

This handbook is meant to help teachers understand the program's goals and methods. It is also intended to encourage teachers to take their students on a class trip, using public transportation, to help students reinforce their newly acquired skills.

Are you thinking about using public transportation



with your students?



Use this handbook to help you plan a trip.

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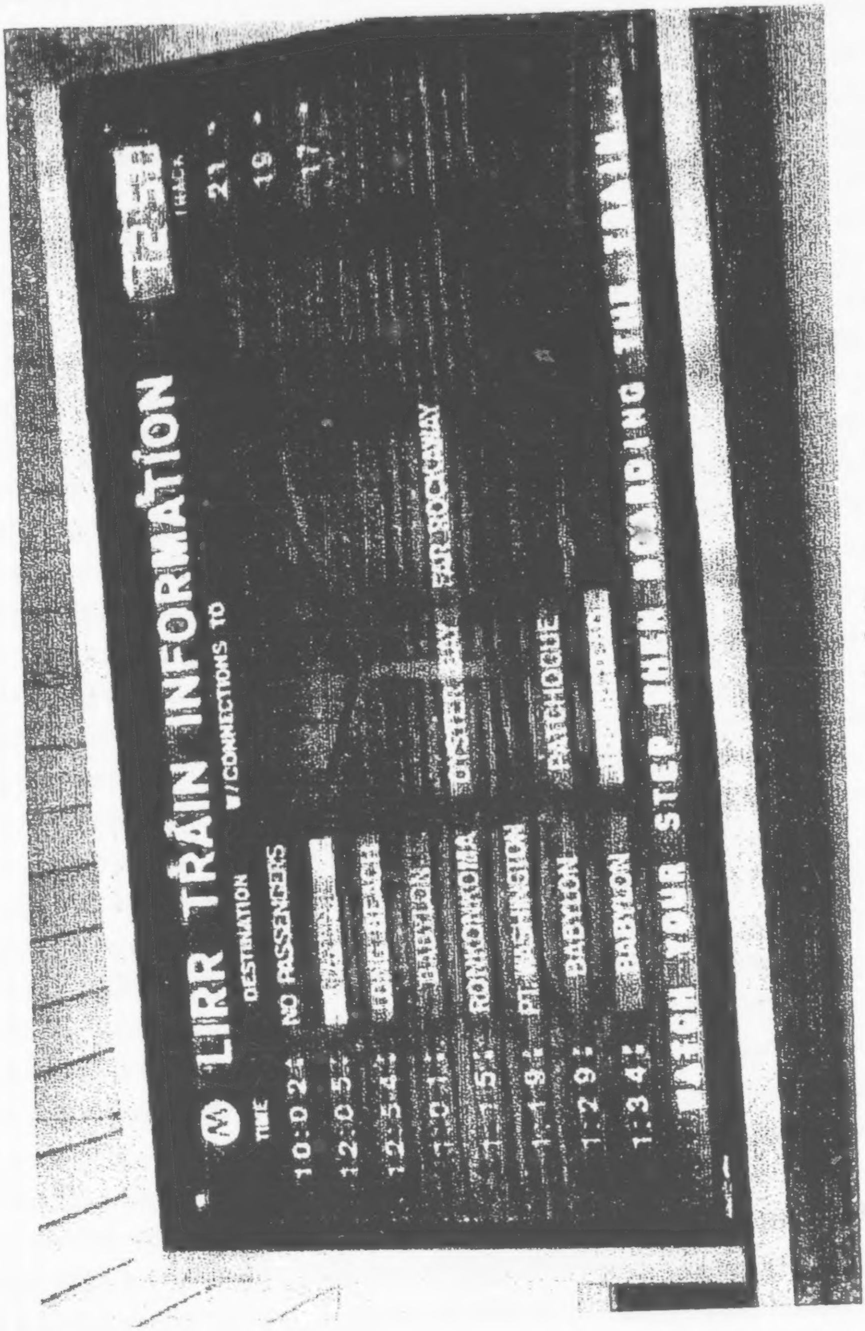
As the graphic on page 8 illustrates, people enjoy planning new experiences that can be exciting and fun. Children especially like new adventures. However, new experiences can also produce a variety of emotions for children with disabilities. If the new experience involves the use of public transit with a child who has disabilities, the teacher may also have to deal with parental fears and anxieties. This is especially true if that parent is not accustomed to using public transit themselves

The facts in this handbook are intended to allay many of the anxieties surrounding the use of public transit. By providing basic information regarding the use of transportation systems, some of the children's desires to take a trip using public transit may be fulfilled. This basic information remains the same whether you reside in a large metropolitan area, a quiet suburb or a rural community.

Hopefully, this pamphlet will help you to see that travel by public transportation is a practical option and an ultimate necessity for people with disabilities.


LIRR TRAIN INFORMATION
TIME
DESTINATION
W/CONNECTIONS TO
TRACK
10:02
NO PASSENGERS
12:05
LONG BEACH
12:34
BABYLON
1:01
RONKONKOMA
1:15
PT. WASHINGTON
1:18
BABYLON
1:29
BABYLON
1:34
OYSTER BAY
FAR ROCKAWAY
PATCHOGUE
21
19
17
WATCH YOUR STEP WHEN BOARDING THE TRAIN

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TRANSPORTATION RESOURCES

The following are samples of public transportation options:

1. BUSES - TYPES

Fixed Route - City Buses: Local and Express Paratransit Services – Under the Americans with Disabilities Act (ADA), paratransit is available to individuals who meet certain eligibility requirements. All paratransit systems are the responsibility of the local public transit provider.

Private Buses – (examples) Green Line and Triboro Coach

Over-The-Road – (examples) Greyhound, Trailways, Command, Short Line

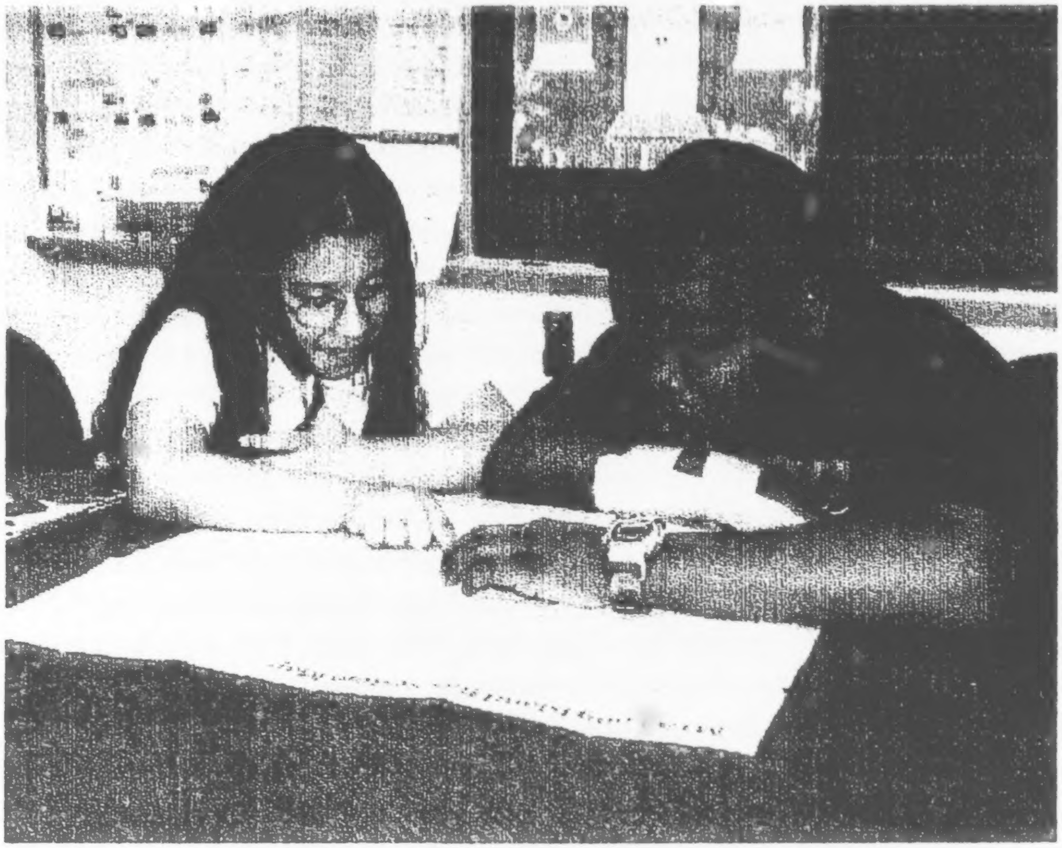
2. TRAINS – TYPES

Commuter
Long Island Railroad
Metro North
Path

Interstate/Intrastate
AMTRAK

3. OTHER TYPES OF PUBLIC TRANSIT

Staten Island Ferry
South Ferry Company
Cross Sound Ferry
Spring Valley Jitney
New York Waterway
Port Jefferson Steamboat
Hampton Jitney



It's a good idea to use transit maps and schedules to help plan your trip

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TAKING A TRIP REQUIRES

PLANNING

1. Select a destination that can be reached by public Transportation.
2. Review a street atlas, transit map, bus, subway, and train schedules. Select the form of transit you consider the best and most appropriate. Plan a route and an alternate route in case there are problems with the first choice.
3. As you plan your route, consider how you will get to the transit stop. If you are walking, choose streets according to sidewalk conditions, pedestrian flow, lighting and time of day.
4. Take into account your students limitations, including those of a physical, cognitive, health and emotional nature.
5. Decide what time you would like to reach your final destination.
6. Figure out how long it will take to get from your school to the transit stop. Then, using schedule information provided by your local bus and/or train company, determine how long it will take you to get from the pick-up point to your final destination. Allow extra time for transfers if necessary. Now you are ready to calculate your total travel time door to door.
7. Just a suggestion . . .once you know how long your trip ***should*** take, leave some extra time for unexpected events such as bad weather, detours, or traffic jams.

This young man is wearing his rain gear because the forecast calls for rain. Everyone who is planning to travel should always check the weather forecast so they know how to dress.

TAKING A TRIP REQUIRES

FORETHOUGHT

1. **Accessibility**
   - Curb ramps at intersections
   - Barriers or obstacles
   - Walkways and islands in the street
   - Construction

2. **Places to wait**
   - Availability of bus shelters or store awnings or some other protection from the weather
   - Benches or other places to sit and rest along the way

3. **Safety**
   - Public telephones along the route
   - Stores and shops
   - Pedestrian traffic

4. **Clothing**
   - Weather forecast
   - Comfortable shoes
   - Rain poncho, umbrella
   - Needed accessories

5. **Destination**
   - Accessible entrance, ramp, steps
   - Working elevators
   - Accessible restaurants and bathrooms

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The transit system this group will use prefers a fare card to cash. Anyone who is preparing to take a trip on public transit should first find out the exact fare. They should then determine the preferred method of payment, be it cash, cards or tokens.

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TAKING A TRIP REQUIRES

ORGANIZATION

1. Self-identification or ID cards should be carried by all students (include any medical alerts and emergency phone numbers on both ID's).
2. Correct fare in the fare paying system requested by transit service. For example, if the fare is $1.25 can you use a dollar bill plus a quarter or must you use change only.
3. Telephone numbers for your destination, transit provider, car service, taxi and other pertinent phone numbers.
4. Directions/cue cards with route destination address and cross streets.
5. Bus lift key (See Q&A on pages 17 and 18).
6. Transit maps and schedules.
7. Extra money for expenses such as entrance fees, souvenirs, telephones or emergencies.

QUESTIONS AND ANSWERS

Here are some commonly asked questions. Remember, iif you do not find the answer to your own questions here, you can always ask a transit representative.

1. **Q. I drive everywhere. Why would I choose to take my students on public transportation?**

   A. Your students will benefit from the experience and learn that there are other kinds of transportation. The child who may never drive can understand that there are other ways to get to business and recreation.

2. **Q. Some of my students use a wheelchair. Can he or she use public transportation?**

   A. Yes. The ADA requires that buses, trains and rail systems be accessible to all people. However, not every train station or transit car will be accessible. It is best to contact your transit system to see which systems are accessible.

3. **Q. Can people use a bus lift even if they are not in a wheelchair?**

   A. Yes, just tell the bus operator you require the use of a lift.

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QUESTIONS AND ANSWERS

4. **Q. I've heard stories from friends who say Some bus operators tell them they can't get on a bus because they don't have a key for the lift. Is there anything I can do to prevent this from happening to me?**

   A. Yes, contact your transit system's customer service representative and ask for a lift key of your own.

5. **Q. What happens when the weather is bad?**

   A. Use your best judgement based on your child's needs and abilities. Contact the transportation system in your area to find out how the system is working on that day. They can advise you as to whether or not there are delays or other problems.

6. **Q. Will a bus operator tell me my stop?**

   A. Yes. The ADA requires that the bus operator announce major intersections. The operator will announce any stop on the request of a person with a disability.

7. **Q. Are there designated seats for people with disabilities?**

   A. Yes. There are designated locations with tie-downs for wheelchairs, and other seats designated for persons with disabilities.

LOCAL TRANSIT

Examples	
New York City Transit Sudway & Bus Information	718-330-1234 718-596-8273 (TTY)
Access-A-Ride (Paratransit)	212-632-7272 212-722-4403 (TTY)
Amtrak	800-872-7245

SUGGESTED WEB SITES

- www.mta.nyc.ny.us
- www.nycsubway.org
- www.geocities.com

Geo Cities provides information about neighborhoods, art, entertainment, and travel and allows you to build your own web page

- www.amtrak.com

Home page and index of *AMTRAK* services

- www.artnet..net

List of all transit systems in New York, New Jersey and Pennsylvania

- www.civil.utah.edu

The University of Utah paratransit website provides links to all types of transit and paratransit information

- www.digitalcity.com

Digital City provides a variety of information on events in cities throughout the U.S. and allows you to search for events by neighborhood

- www.EPVA.org

Eastern Paralyzed Veterans Association website geared to people with disabilities. Provides links to announcements, actions (legal), programs, publications, jobs, membership information and an Accessible Traveler's database (both local and national)

- www.lm.com

Transit Resources on the Web is a directory of rail transit systems throughout the United States

- www.greyhound.com

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BOOKS YOUR STUDENTS MIGHT ENJOY

Early Childhood

Safety City - Kids Books Inc. (Chicago, Ill.)
Big blue engine - Ken Wilson - Max
Trains - Gail Gibbons
The Little Engine That Could - Wally Piper
Let's Go for a Ride (World Book -1-800-255-1750 x2238)
Chugga Chugga Choo Choo - Kevin Lewis
Engine No. 9 - Stephanie Calmenson

Elementary and Junior High School

The Best Book of Trains - Richard Balkwill
Look Inside Trains - Darling Kindersley
Wheels on the bus - Paul Zelinski
City Trains - Roger Yepsen
Transportation (Life in America 100 years ago - Linda Leuzzi
Transit Talk - Robert Snyder
Transportation Theme - Garol Gnojewski
Staying Safe of Public Transportation - Donna Cahiet
100 Words about Transportation - Richard Brown
Child-Size Masterpieces - Transportation in America - Gerald P. Wolf
Colors & transportation - Nancy N. Bijan
Cut & Create! Transportation - Kim Rankin

BUSES AND TRAINS FOR EVERYONE

A Handbook for Parents

A How to Primer for the Use of Public Transit
by Parents whose Children
Have Disabilities

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ACKNOWLEDGEMENTS

Buses and Trains for Everyone was edited and produced by the New York Coalition for Transportation Safety with funding provided by National Easter Seals Project Action.

Content material for this handbook was conceived and writter by the Director and Staff of District 75 Travel Training Program New York City Board of Education.

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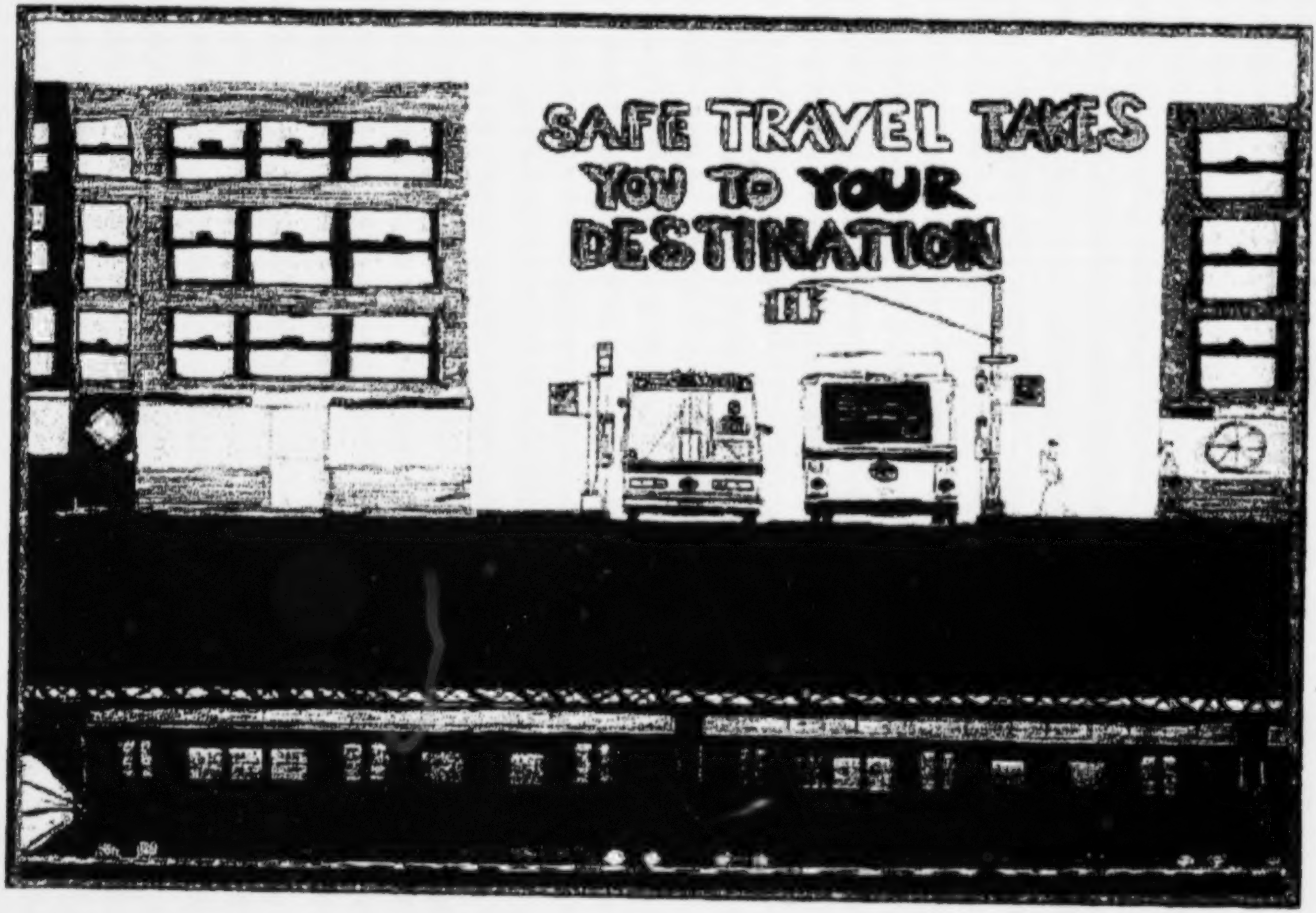
SAFE TRAVEL TAKES
YOU TO YOUR
DESTINATION

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III.	Transportation Resources in the Community	9
IV.	Taking a Trip	11-15
V.	Questions & Answers	16-17
VI.	Local Transit Providers	18

Won't you come and

Take a ride with us?

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INTRODUCTION

Buses and Trains for Everyone

. . . is a school-based program that provides instruction in the concepts and skills associated with the use of mass transit. It is intended for use by teachers, parents and caregivers of children with disabilities in grades K through 8.

Buses and Trains for Everyone seeks to ease the fear parents may have regarding the use of public transit by their children. The program accomplishes this by making parents informed partners in this educational process. Parents are invited to attend workshops on this topic and are provided with resources such as this handbook to help them understand the program's goals and methods. Parents are encouraged to use public transit with their children to help reinforce their children's newly acquired skills.

Are you thinking about using public transportation?

Are you thinking of using it With your child?

Let this handbook help you plan your trip.

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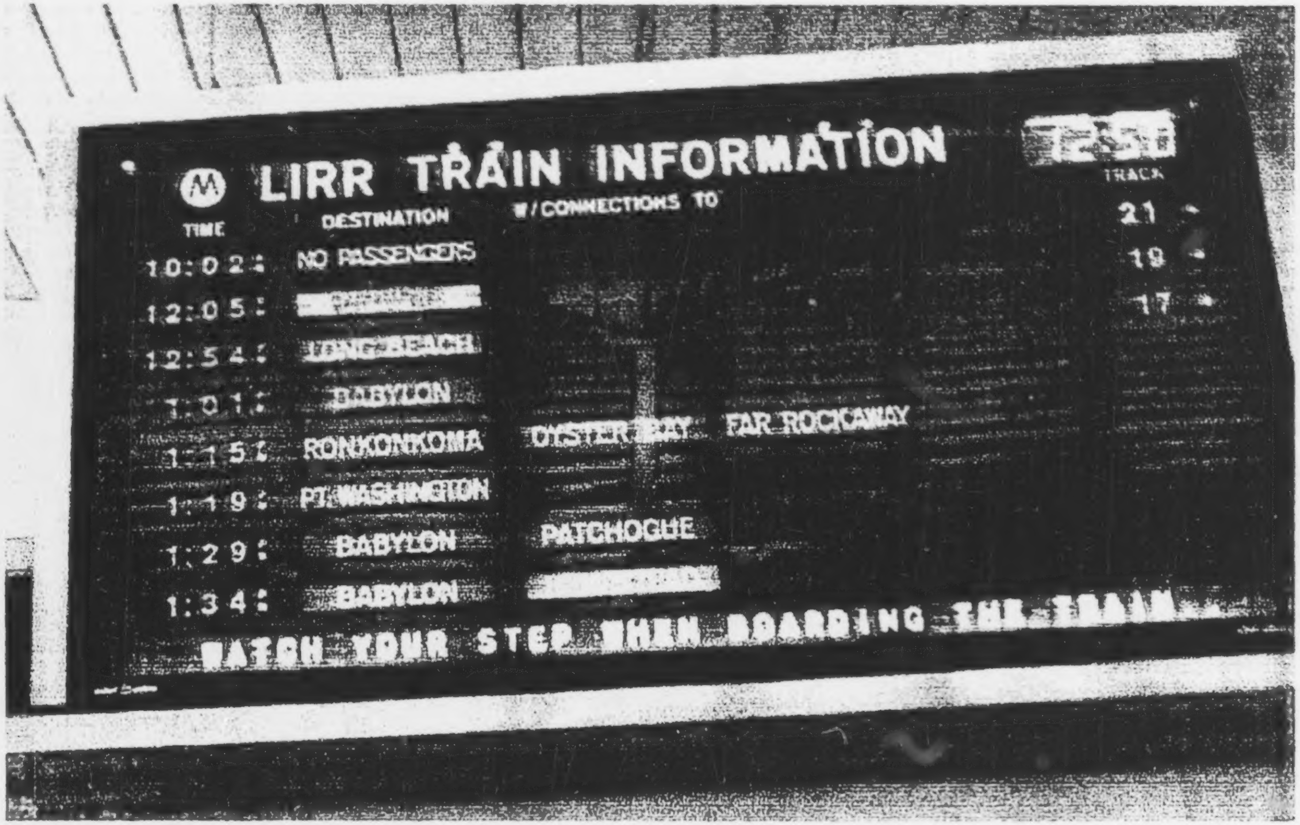
THE HANDBOOK

As the graphic on page 8 illustrates, people enjoy planning new experiences that can be exciting and fun. Children especially like new adventures. However, new experiences can also produce a variety of emotions for parents of children with disabilities. If the new experience involves the use of public transit with a child who has disabilities, then one parental emotion may be anxiety. This is especially true if that parent is not accustomed to using public transit themselves

The facts in this handbook are intended to allay some of these parental anxieties and fulfill some of the children's desires by providing basic information regarding the use of transportation systems. These basics remain the same whether you reside ir a large metropolitan area, a quiet suburb or a rural community.

Hopefully, this pamphlet will help you to see that travel by public transportation is a practical option and will encourage you to make many trips. Let this handbook be your friend and keep it with you whenever you travel with your child on public transit.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WATCH YOUR STEP WHEN BOARDING THE TRAIN

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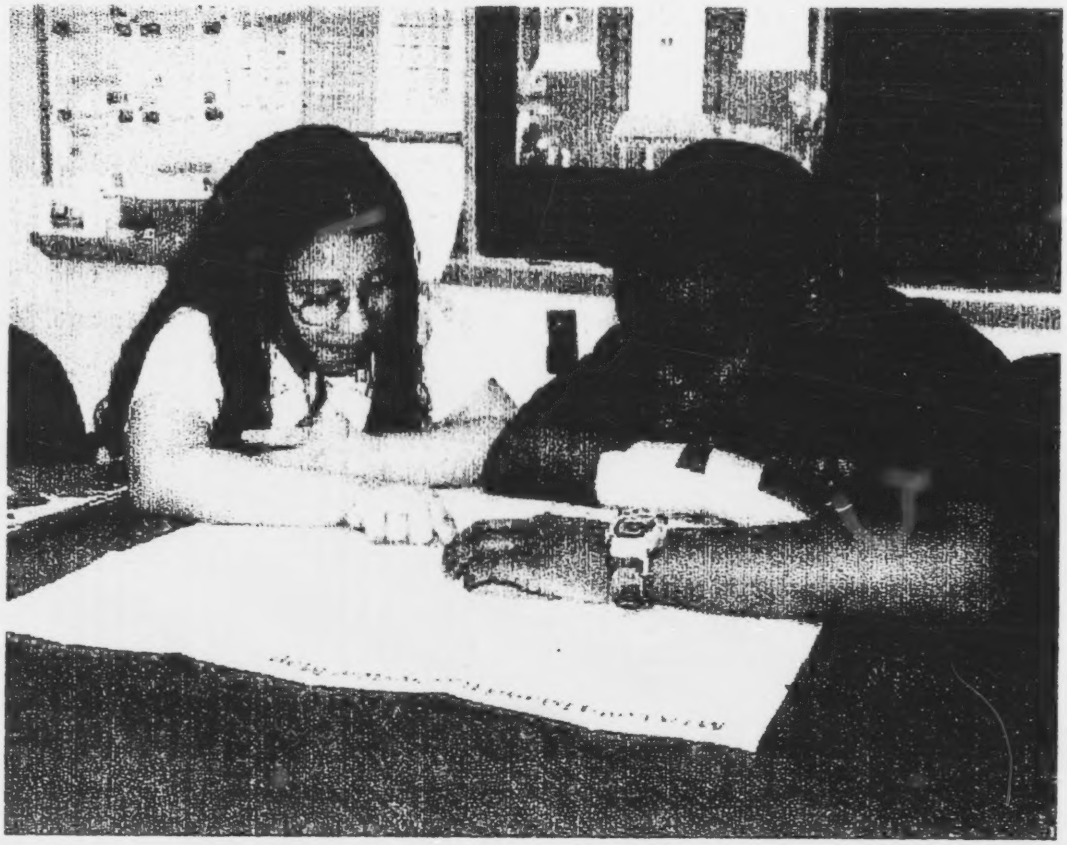

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Amtrak	800-872-7245
Greyhound Lines	800-231-2222

IMPORTANT TELEPHONE NUMBERS

TRAVEL NOTES

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Project ACTION
700 Thirteenth Street, N.W., Suite 200
Washington, DC 20005

(800) 659-6428 (Voice) (202) 737-7914 (Fax)
(202) 347-7385 (TTY)
e-mail: project_action@opa.easter-seals.org
Web Site: http//www.projectaction.org

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Easter Seals Project ACTION

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